

**Full Grant Proposal  
Library Services and Technology Act FFY 2011**

This form is available for download on our web site via:  
<http://www.oregon.gov/OSL/LD/grantmainalt.shtml>. Use 12 point Times New Roman, with one inch margins. The deadline for receipt of the Project Proposal is **5:00 pm on Friday August 13, 2010**.

**Part I: General Information**

1. Project title: Teen Library Creation Station
2. Applicant: Salem Public Library
3. Address: 585 Liberty St. SE, Salem, OR 97301
4. Contact person: Susan Ludington Phone: 503-589-2062  
Email: sludington@cityofsalem.net
5. Fiscal agent (if different than applicant):
6. Project URL (if any):
7. U.S. Congressional District: 5th
8. List geographic target area to be served by the project: Salem – Marion & Polk counties
9. Estimated number of persons benefiting from the project: 300-500
10. Description of persons benefiting from the project: The project will benefit middle- and high school-aged youth in the Salem area who have an interest in learning about video editing, sound editing, graphic design, digital photo editing, and other advanced creative computer applications.
11. List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants.
12. Project abstract (one paragraph):

As the Salem Public Library works to improve service to teens in the community by creating a Teen Library area and new services, it is clear that technology will be key to attracting and engaging teen users. At this point, access to basic computer applications and connectivity has become commonplace. To catch the attention of teens and generate new interest demands advanced and sophisticated programs, tools, and software. The goal of the Creation Station project is to enhance the new Teen Library with the addition of two high-end computing stations (one Mac; one PC) equipped with graphic design, web design, and photo, video, and music editing software where students can produce multi-media projects for academic, job-skill

development, and personal applications. Objectives include assembling and equipping the two computer workstations; training staff and volunteers to assist users; marketing the Creation Stations to attract regular use; and fostering a community benefit by linking teens to organizations and businesses who would be interested in products developed at the stations.

- 13. List the text of the single most relevant goal and high-level outcome from the *Five-Year State Plan 2008-2012* that will be addressed by the grant project.

**GOAL # 2 – Developing Information Literacy Skills**

*All Oregonians have the information literacy skills they need to find, evaluate, and use the information resources that they need to succeed.*

**High Level Outcome**

- **Information literacy skills are enhanced by integration of information literacy components into lifelong learning activities undertaken by libraries**

- 14. Briefly describe how the LSTA project will continue after the grant ends, especially noting local support:

The Teen Library Creation Station project is an undertaking that requires a large initial investment, but is relatively modest in terms of ongoing costs. The initial investment, for example, requires the first purchase of high-end software packages. Subsequent upgrades to these packages are more affordable. An example is the newest Adobe Creative Suite release, CS5, which retails at \$1,800. An upgrade is \$600. In addition, the needed update purchases can be staggered over time as a way of controlling annual costs. Salem Public Library has the capacity and commitment to manage these ongoing costs.

Another significant initial investment that diminishes as the project moves forward is the training of library staff and teen volunteers on the various software packages. Although insufficient to support the volume of training in preparation for the launch of the Creation Station project, Salem Public Library staff development funds will provide appropriate support for supplemental training after the grant has ended.

- 15. List letters of support for the project (name, affiliation) that are attached to this application. Do not include letters from project partners listed in #11.

- Stephen Cox, Salem-Keizer School District
- Jessica Otjen, Boys & Girls Club of Salem

PLEASE FILL IN THE FOLLOWING INFORMATION ABOUT THE ANTICIPATED LENGTH OF YOUR GRANT PROJECT:

(Check applicable boxes)

THIS IS THE  1<sup>st</sup> YEAR OF A  ONE YEAR GRANT PROJECT  
 2<sup>nd</sup> YEAR  TWO YEAR

3<sup>rd</sup> YEAR                       THREE YEAR

For projects that are multi-year be sure to include an estimate of the funds anticipated to be needed for the future years in the budget discussion.

THIS IS PRIORITY   1   OF THIS ORGANIZATION'S PROPOSALS

**Part II: Project Budget**

Proposed project budget (use this format only – do not alter):  
 (Double click on the table to enter data. Before closing the table, be sure to scroll to the top of it)

Item	Local Cash	Local In-Kind	LSTA	TOTAL
Personnel		\$4,200		\$4,200
Benefits		\$700		\$700
Travel			\$500	\$500
Equipment	\$8,800		\$10,000	\$18,800
Supplies			\$400	\$400
Contractual			\$2,000	\$2,000
Library Materials	\$400			\$400
Total Direct Charges	\$9,200	\$4,900	\$12,900	\$27,000
<i>Indirect Charges</i>				\$0
<b>Total Budget</b>	<b>\$9,200</b>	<b>\$4,900</b>	<b>\$12,900</b>	<b>\$27,000</b>

Proposed second year LSTA amount:   0   Proposed third year LSTA amount:   0  

**Part III: Project Narrative**

(Attach additional pages. See the criteria for grant proposal evaluation in the Grant Guidelines as well as the Grant Application Instructions for more information on this section.)

*A. Background of Applicant (describe the agency's ability to undertake this project)*

Salem Public Library is making an increased commitment to young adults in its community. Salem serves a city population of 159,000 (229,000 in the urban growth boundary). Teens (defined as middle- and high school-aged youth from ages 11-18) account for 16,500 of Salem Public Library's 100,900 cardholders currently.

The library has a long track record of providing service and programs targeted to teens. The library has been identified by area young adults as one of the top teen spaces in Salem, offering a safe environment and age-appropriate activities. In the last two years, the commitment to teens has been a deliberate focus of the library. A Teen Services librarian position was created to focus energy on engaging teens. In 2009, a Teen Advisory Board (TAB) was established that meets monthly and invites local teens to provide input regarding the young adult collection, teen programs, and more. Teen programming, once isolated to an occasional event, has been expanded year-round to a monthly commitment and, from June through August, to 6-7 weeks of programming in conjunction with the Summer Reading Club.

The strongest statement of that support, however, is the Teen Library, a dedicated space on the lower level of Salem Public Library’s Central Library that is currently under renovation and set to open in early 2011. The Library’s Management Team has worked with its three support boards to raise the funds and shift staff to allow for the creation of the space. In addition to offering a lively and appealing collection of young adult materials, the Teen Library is planned as a vibrant, comfortable center for quiet study and reading, teen programs, and activities for young adults of middle and high school age.

Salem Public Library also has a strong record of providing community access to technology. The current 20-station computer lab, five-station express area, four word processing computers, six youth Internet and word processing computers, and five database computers are supplemented by free wireless access throughout the facilities. Staff teaches free community computer classes from fall to spring with multiple offerings for beginning, intermediate, and advanced users. A full-time position is devoted to IT support in the library, backed up by the talents of the City of Salem IT Department.

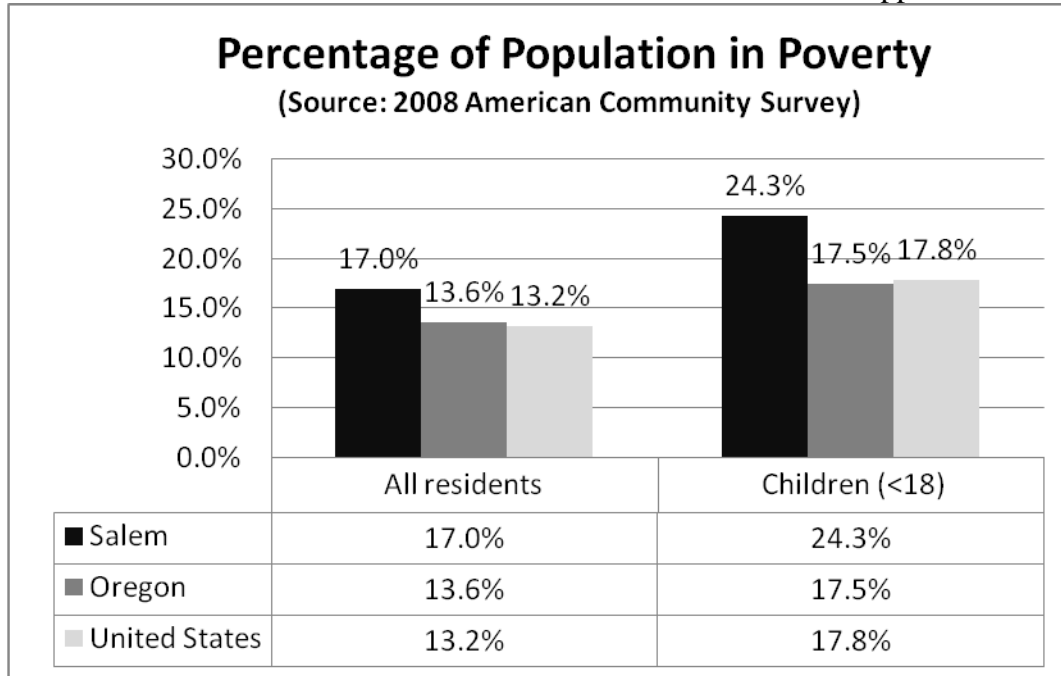
*B. Detailed statement of problem*

In Salem, as across the United States, there is persistent concern about where middle and high school students go after school and what they are doing. The hours from 3-6 p.m., called the “danger zone” by law enforcement officials, is a time when many children ages 11-18 are going to empty homes or are otherwise left unattended. The U.S. Census Bureau puts the figure at 15 million children nationwide. Studies by the Urban Institute (2000) and Fight Crime: Invest in Kids (2002) identify the after-school hours at the most likely time for teens to become involved in juvenile crime or experiment with drugs, alcohol, cigarettes, and sex.

Offering middle- and high-school youth a safe, appealing, and engaging place to spend after-school hours, work on homework, prepare for college and career, and participate in extended learning activities is the major purpose behind the decision of Salem Public Library to create the Teen Library within the Central Library at 585 Liberty St. SE in Salem.

Access to technology is a key interest of the target population. The high demand for computer access is already clear. Teens are frequent users of the Internet computers in the Children’s Room (which are open to customers 18 and younger) as well as in the Gates Computer Lab, which is open to the general public.

Although many middle and high school-aged youth do have home or personal access to technology, in Salem, many do not. While the poverty rate among children in the United States is 17.8 percent, in Salem 24.3 percent of children live in poverty. With a higher-than-average percentage of poverty in Salem when compared with the state of Oregon and the United States (see chart below), we also know many teens will be dependent on the library for connectivity to support homework, research, job-seeking, and college preparation.



Responding to the enthusiasm for technology that characterizes this age group, current plans for the new Library include the purchase of 10 laptop computers which will be available for in-library use. However, teen input and a review of best practices from other parts of the country have identified an extended technology need not addressed by basic laptops and Internet connectivity.

Students are increasingly interested in not just viewing, but creating videos, music, and computer-enhanced art. Technology is playing a larger role in modern artistic expression. Homework assignments and class presentations have the potential to be taken to a new level. Videos are becoming an effective alternative or augmentation to the traditional scholarship application or college-admission essay. Youth-created videos and art offer an avenue for promoting the library’s information, educational, and cultural services in a way that builds appeal for other youth.

At the same time, the equipment and software needed to explore these avenues and generate these creative products is beyond the capacity of many basic PCs and beyond the means of many households in a community where 17 percent of residents live in poverty. While youth with home computers can download and use open source software available such as graphic design, web design, and photo, video, and music editing software, industry standards focus on expensive, high-end software packages. In order to be competitive in future job markets, access to these kinds of software will give students an edge by having hands-on experience with commercial software used in many workplaces.

Unfortunately, the investment – even for families with financial means – is generally cost-prohibitive for home use. Using the group buying power of the public library setting, these programs can be made available to teens seeking to build skills and create special projects.

Additionally, while it is possible to get some results from the software packages by poking around and experimenting, truly harnessing the full potential of the complex commercial and open-source programs requires some training and support.

Area schools may offer some of the necessary software on some computers, but these are reserved for use by specific students for curriculum-driven projects. As part of Salem Public Library's new Teen Library, space is available to offer young adults the chance to learn to use the software and apply it to a range of creative and academic projects.

*C. Describe the proposed solution that the project will implement. Indicate the project goal, and the quantified objectives that will be used to measure whether the goal is accomplished. Describe the activities that will be undertaken to meet each objective. (include timeline)*

Salem Public Library proposes adding LSTA resources to the technology funds currently earmarked in the Teen Library project to create two Creation Stations – one PC-based and one Mac-based – to allow students to explore the strengths and challenges of each. The project goal is to give middle and high school students access, training, and support to use the stations for homework, college-prep, artistic, and recreational endeavors.

Objective 1: To equip each Creation Station with a hard drive, dual monitors and advanced software necessary to support activities including video editing, music editing, web applications, photo enhancement, graphic design, and more. Creation Stations will also be loaded with a comparable selection of open-source software to give students a range of experience and basis for comparison. The project will also provide simple digital video and still cameras, and sound recording equipment. Activities will include the purchase, installation, and testing of the necessary equipment.

Objective 2: To provide necessary training to staff and select volunteers who will then offer small-group classes and one-on-one support so that teen users are able to maximize the use of the Creation Stations. Activities will include:

- Connecting Salem Public Library's Teen Librarian with training opportunities related to the various equipment and software;
- Training and testing a select cadre of teen volunteers;
- Offering quarterly training combined with one-on-one support to teens interested in using the Creation Stations.

Objective 3: Engaging teens in the use of the Creation Stations, targeting 60-70 sessions per month. Activities will include:

- Marketing the availability of the Creation Stations through library and community media;
- Working with local schools and community partners to expand awareness of the Creation Stations.

Objective 4: Creating community benefit from the Creation Stations. Activities will include:

- Creation of initial partnerships facilitated by the Teen Librarian with 5-10 local businesses and organizations to identify projects from which teens can gain real-world experience with the various programs while delivering to the local non-profits and businesses such useful products as web design, short promotional videos, music videos, brochures, and more;
- Provide in-lab demonstrations and bring sample products to the Salem Public Library Advisory Board, Salem Public Library Foundation Board, and the Friends of the Salem Public Library Board to keep them informed of the impact of the project;
- Invite other libraries in the region to experience hands-on demonstrations and presentations that highlight the technical aspects of the Creation Stations, how the project is managed, and what has been produced by teen users on the equipment;
- Share the project and lessons learned by submitting an article to OLA newsletter or conducting a session at a future OLA conference.

ACTIVITY	TIMELINE
Purchase equipment	February/March 2011
Initial training for library staff	February/March 2011
Train 6-8 key youth	March/April 2011
Set up Creation Station	April 2011
Market Creation Stations	April 2011-ongoing
Offer training for potential Creation Station users	May 2011-ongoing
Identify youth projects from local businesses and organizations	June 2011-ongoing
Report on project impacts	June 2001-ongoing

*D. Budget narrative*

The most significant project expenditure relates to the purchase of the hardware and software needed to create the Creation Stations.

Local funding includes:

- Support for needed hardware (one Mac and one PC with dual monitors - \$7,300);
- Needed furnishings, including tables and chairs (\$1,500) allocated by the Friends of Salem Public Library as part of the Teen Library project;
- The time of the Teen Librarian and the Salem Public Library Network Technician. (\$4,900 in salary and benefits);
- The purchase of some books and other library materials relating to the software applications to be used in training or supplementing training of teen users (\$400).

LSTA support will be used to add:

- Mac software (Adobe Creative Design Suite 4; iLife 09; Comic Life; iWork 09; and Final Cut Studio) - \$3,100;
- PC software (Adobe Creative Design Suite 4; Microsoft Office; Roxio My DVD, Avid Media Composer; Sketchup Pro; Audacity) - \$5,000;
- Digital cameras, camcorders, and recording equipment - \$1,900;
- Support for training the Teen Librarian and select volunteers who will train users in small groups and one-on-one. (\$2,900 for training, travel, and training materials).

*E. Evaluation method*

Evaluation activities for the project will include:

- User survey of teens assessing the quality and value of the hardware, software, and connectivity provided;
- Analysis of the usage figures for the Creation Stations and attendance figures for available training classes;
- Surveys of teens participating in training classes assessing the quality and applicability of the training;
- Gathering anecdotal evidence of the impact of projects produced at the Creation Stations;
- Tracking the applications and purpose of Creation Station projects to create a picture of how youth have used the stations to develop academic, work, and life skills;
- Survey the responses of local organizations and businesses regarding products produced by teens on their behalf using the Creation Stations.

**Part IV: Certification of Application**

1. Documentation of project support. Partners listed in Part I, number 11 must sign. The grant applicant signs IV.3.d. If the fiscal agent is different than the applicant, they sign IV.3.e.

I HAVE READ THE PROPOSAL PRESENTED ON THE PRECEDING PAGES. I AM AWARE OF THE OBLIGATIONS THAT PARTNERSHIP IN THE PROPOSED PROJECT WOULD ENTAIL. BY MY SIGNATURE I CERTIFY MY ORGANIZATION'S COMMITMENT TO SUPPORT THE PROPOSED PROJECT AS DESCRIBED IN THE PRECEDING PAGES.

<i>Name</i>	<i>Library/Organization</i>	<i>Signature</i>	<i>Date</i>
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2. Certification for Children’s Internet Protection Act

Public and public school library applicants, and consortia with public or school members **must** check one of the options below (a, b, or c).

a.	The applicant public or public school library has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. Every computer connecting to the Internet, public and staff, is filtered. The filter can be disabled upon request of adults.
b.	<i>(for consortia only)</i> Prior to using any LSTA funds to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet for a public library or a public school library, the applicant consortium or group will collect and retain a duly completed Internet Safety Certification from every constituent public library or public school library in accordance with requirements of Section 9134(f) of the Library Services and Technology Act. Every computer connecting to the Internet, public and staff, is filtered. The filter can be disabled upon request of adults.
c.  X	The requirements of Section 9134(f) of the Library Services and Technology Act do not apply to the applicant library because no funds made available under the LSTA program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet for a public library or public school library that does not receive discounted E-Rate services under the Communications Act of 1934, as amended.

3. Certification of the grant applicant and/or fiscal agent (if different than applicant)

- a. I affirm that the jurisdiction or organization (henceforth, ORGANIZATION) is the designated fiscal agent for the project described in this application and is empowered to receive and expend funds for the conduct of the proposed grant project.
- b. I affirm that the information contained in this application is true and correct and that the ORGANIZATION for which I am an official has authorized me to submit this application for LSTA grant funds.
- c. I affirm that if this application were to result in the ORGANIZATION being awarded grant funds to carry out the project described in this application, that the ORGANIZATION would comply with all of the federal and state requirements for the administration of LSTA grants, including part IV.2 above and allowable costs described in Appendix B of the General Information and Grant Application Guidelines, Library Services and Technology Act.

4. Signature of grant applicant

\_\_\_\_\_  
Name of official authorized to enter into contractual agreements for the ORGANIZATION

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Email

\_\_\_\_\_  
Phone number

5. Signature of fiscal agent (if different than applicant or if applicant is not a 501(c)3 or legally established entity or if applicant does not have contract authority for the ORGANIZATION)

\_\_\_\_\_  
Name of official authorized to enter into contractual agreements for the ORGANIZATION

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Email

\_\_\_\_\_  
Phone number

**This form must be received at the State Library no later than 5:00 p.m. on Friday, August 13, 2010.**

**Faxed copies will not be accepted.** There are no exceptions. If requesting indirect costs, attach appropriate sections of a federally approved indirect cost plan.

Mail or deliver **one copy** of your application to:

Library Development Services  
Oregon State Library  
250 Winter St., NE  
Salem, OR 97301-3950

## Appendix E – Full Application

As a courtesy, the State Library asks that you email an electronic copy of your proposal, in rtf or Word format, without letters of recommendation and appendixes, to *ann.reed@state.or.us*. This does not substitute for the signed, mailed copy.