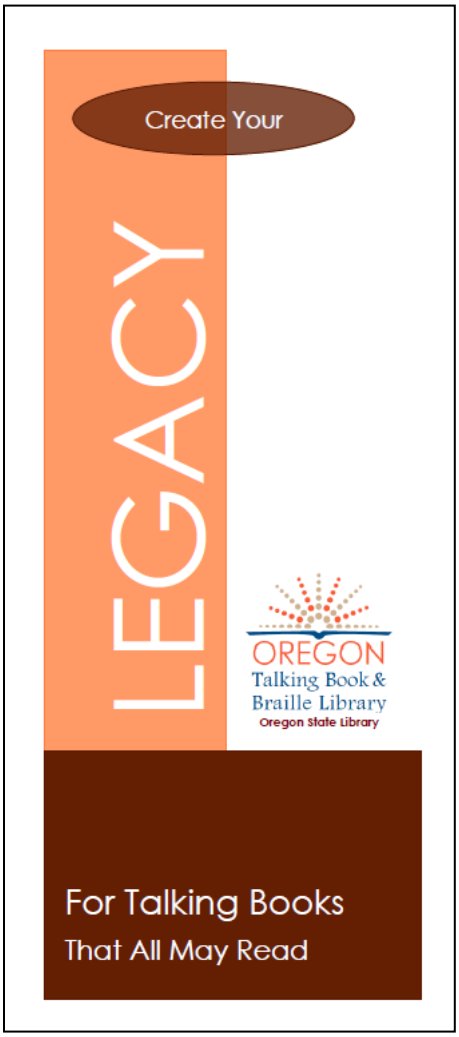
OREGON STATE LIBRARY BOARD OF TRUSTEES

Agenda Packet



October 16, 2015
Oregon State Library
250 Winter St NE
Salem, OR

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Agenda and Meeting Minutes

Oregon

Kate Brown, Governor

State Library
250 Winter St. NE
Salem, OR 97301-3950
(503) 378-4243
Fax (503) 588-7119

Contact: MaryKay Dahlgreen
State Librarian
503-378-4367

October 2, 2015

FOR IMMEDIATE RELEASE

The Oregon State Library Board of Trustees will meet at the State Library, 250 Winter St. NE, Salem, OR on October 16th from 9:00 a.m. to 3:00 p.m. Aletha Bonebrake of Baker City will chair the meeting.

The Board will consider an Ready to Read Grant appeal from the Oakridge Public Library. They will also act on recommendations from the Library Services and Technology Act Advisory Council and the Talking Book and Braille Advisory Council. An open forum is scheduled for 11:30 a.m. Anyone may address the Board on any topic at the open forum.

Sign language interpretation will be provided for the public if requested prior to 48 hours before the meeting; notice prior to 72 hours before the meeting is preferred. Handouts of meeting materials may also be requested in alternate formats prior to 72 hours before the meeting. Requests may be made to Jessica Rondema at 503-378-2464.

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OREGON STATE LIBRARY BOARD OF TRUSTEES MEETING
October 16, 2015
Oregon State Library, Room 103
Aletha Bonebrake, Chair

Agenda

9:00 a.m.	Approval of the Minutes of the August 21, 2015 Meeting	Bonebrake
9:15	Reports of Board Chair and Trustees Executive Committee Report Other Board Reports	Bonebrake
9:45	Reports of the State Librarian	Dahlgreen
10:15	Break	
10:30	Staff Reports	Bolyard, Range, Rondema, Hanning, Grimes
11:30	Open Forum**	
Noon	Working Lunch	
12:30	New Business:	
	Recommendations of the LSTA Advisory Council	Macias
	Recommendations of the Talking Book and Braille Advisory Council	Westin
	Talking Book and Braille Endowment	Westin
	2015-2016 Ready to Read Grant Appeal	Westin
1:00	Board Engagement Activity	Dahlgreen
1:30	HB 3523 Progress Report	Bonebrake
2:00	Dedication of Donor Board in Talking Book and Braille Library	Bonebrake
3:00	Adjournment	

** Any person may address the Oregon State Library Board of Trustees at this meeting on any topic.

NOTE: The times of all agenda items are approximate and subject to change.

Oregon State Library
BOARD OF TRUSTEES MEETING
August 21, 2015
Downtown Bend Library, Bend

Board members present: Ebonee Bell, Aletha Bonebrake, Sam Hall, Leslie Hicks, Ann Malkin, Jennie Tucker.

Guests present: None.

Staff present: MaryKay Dahlgreen, Margie Harrison, Shawn Range, Susan Westin.

Recorder: Jessica Rondema.

Chair Aletha Bonebrake called the meeting to order at 9:00 am.

APPROVAL OF MINUTES

Bonebrake made a proposal to add Board Engagement to today's meeting agenda under New Business. The StORytime Project agenda item was removed from the agenda, as the offer no longer exists.

Hall moved to approve the minutes from the June 19, 2015, Board meeting and the updates to today's agenda. Tucker seconded. The motion passed unanimously.

REPORTS OF BOARD CHAIR AND TRUSTEES

Executive Committee Report

The minutes from the July 30th Executive Committee meeting are in the agenda packet.

Other Board Reports

Bonebrake gave a report about the literacy coalition in Baker County, which has morphed into a strong program in schools. The summer program is very popular and provides great visibility in the community. Bonebrake also reported that Libraries of Eastern Oregon (LEO) received the Art Place America project, which is a large project concerning the idea that art drives economic development. LEO has also been included in a stargazing project with the Oregon Museum of Science and Industry (OMSI). Bonebrake also attended the subscription rule-making administrative rule meeting at the State Library.

Hall reported that the Salem city government is reorganizing and the city is hiring a city manager and a library administrator. He also reported that there is still a donor lined up for the reading room at the Salem Public Library.

Malkin reported that Deschutes Public Library has announced the new Author! Author! series, which includes Timothy Egan, Elizabeth Gilbert, Lisa See, and Alice Hoffman with a special event featuring James McBride, who wrote *The Good Lord Bird*, performing with The Good Lord Bird Band. The series tickets are very reasonably priced and have been selling well.

Dahlgreen suggested that the Board read the article about Deschutes Public Library in the *Atlantic*, entitled, "A Library of Good Ideas" by Deborah Fallows (August 2, 2015).

Tucker gave a report about Union County. The La Grande Library will be partnering with the Council for Humanities in October for one of their conversation projects, Talking about Dying. Tucker participated in the Talking Books Endowment Task Force meeting in August via phone.

Hicks reported that Monmouth Public Library and Independence Public Library are both doing well. It was a very good summer reading season. Independence Public Library uses LSTA funds given to them by the State Library to hire a part-time bilingual position to do outreach to children of migrant workers.

Bell reported that the remodeled office space for Multnomah County Library Outreach is very nice. She also reported that one of the librarians at the Rockwood branch wrote a grant to build a makerspace as an addition to the Rockwood branch. Multnomah County Library is still working through many details after becoming a district. They have finally resolved the issue of who owns the art and special collections.

REPORTS OF THE STATE LIBRARIAN AND STAFF

Activities Since the Last Meeting

The State Library budget shows that we have remaining funds related to our limitation. We have expended the funds that we were able to spend. Dahlgreen requested that Range create a more readable budget report to clarify the amounts we have spent and our limitation. The limitation authorizes us to spend a certain amount of money if we receive it, such as a grant.

Dahlgreen discussed the Quarterly Performance Report. We are working to develop new key performance measures and to establish a baseline in order to determine how to improve. For example, we have an RFP out for a consultant to work with us to measure awareness of the State Library and satisfaction with our services.

Robin Speer, our volunteer coordinator and fund development person, is retiring at end of September. The fund development portion of her position is moving to Talking Books. Her position may become a joint communications person/volunteer coordinator position.

The amount of volunteer hours has decreased in Talking Books because we no longer have a large number of analog tape players that need to be fixed, nor do we have a group of volunteers with the technological know-how as we did in the past. We now send the small number of digital players that need to be repaired to South Dakota to be fixed.

The October 16th Board meeting will include the dedication of the Talking Book and Braille Library Donor Board, in addition to a tour of the Talking Books work area. This donor board is a project headed by Robin Speer to recognize people who have donated over $10,000 cumulatively to Talking Books.

Robby Pietz of Government Information and Library Services is now the stacks coordinator. He and two student workers, Kate Anderson and Nathan Foos, have done a large amount of shifting and weeding, which allowed us to vacate Tier 5. We are using funds that had been allocated to rent on Tier 5 to purchase additional electronic resources.

Dahlgreen reviewed the minutes from the Executive Committee meeting on July 30th, discussing the Charitable Activities' pet drive and our quarterly staff meeting.

The managers had a planning retreat last week with Holly Valkama of the Coraggio group.

Dahlgreen mentioned our new web services librarian, Claire Bolyard. We also are also in the process of filling a number of positions, including a Talking Books State Library Specialist 1, a digitization specialist for Government Information and Library Services, an Information Technology position, and a Virtual Reference Librarian position.

Malkin had a comment about the possible changes to Robin Speer's position, which may involve volunteer coordination and communications. She recommended splitting this into two separate positions to be filled by different people, since those two fields are not a natural pairing. Dahlgreen and Range will discuss this idea. This could help us get stronger candidates for both positions. Malkin stressed the importance of a strong communications person to help move our strategic plan forward.

Governor Brown has appointed Clyde Saiki as the new Chief Operating Officer, replacing Michael Jordan. Dahlgreen has worked with him in the past and is currently on the Enterprise Technology Services Customer Utility Board with him. He has many years of experience in state government and is very familiar with the legislature.

Halsey has a new public library and is holding a grand opening on August 25th. Darci Hanning and Arlene Weible have worked hard to help get this library established. This library will add service in Linn County.

A few weeks ago, Dahlgreen had the opportunity to say a few words at the Oregon City Carnegie Library expansion groundbreaking, which should be completed in about a year.

The Oregon Community Foundation has hired Penny Hummel as a consultant to look at the needs of public libraries and how the philanthropic community can offer assistance. This study has been completed. Dahlgreen will send a link to the study to the Board once it is released.

Dahlgreen received an invitation to a meeting from the Seattle Public Library regarding a sesquicentennial for Edward Curtis in 2018.

The migration from Plinkit websites to new websites is almost complete. Many libraries have created stronger websites as a result.

Governor Brown has just appointed Mary Moller as the new Director of Executive Appointments, who comes from Portland State University. Dahlgreen plans to have a discussion with Mary Moller and Judge Kemp about our Board member appointment process and how to solicit applications from state agency staff.

Dahlgreen's goal is to have prospective board members submit applications in order to be confirmed during the November Legislative Days. A state agency employee will most likely fill our current vacancy. Two additional slots will be filled by the Deputy Superintendent of Public Instruction Salam Noor or a designee, and Executive Director of the Commission for the Blind Dacia Johnson or a designee.

Bonebrake had asked Dahlgreen to create a list of advisory councils and committees that advise the board. Those groups are as follows: Talking Book and Braille Library Advisory Council, Talking Book and Braille Endowment Task Force, Government Information and Library Services Advisory Council, three administrative rulemaking committees, Library Services and Technology Act (LSTA) Advisory Council, and the State Database Licensing Advisory Council (SDLAC).

The Board will see the drafts of the administrative rules in October before they are adopted in December. These rules will have been reviewed by the assistant attorney general.

Operational Progress Update

Dahlgreen gave an update on our operational plan. In the agenda packet, she provided a snapshot of our strategic imperatives and what we have accomplished so far.

For the Build Awareness of the State Library strategic imperative, we are working to create benchmarks. This group is working with the Focus on the Customer strategic imperative group. The combined groups have posted an RFP for a contractor to assess awareness and gather information about customer needs. Rondema is the lead on this combined project and worked with Range to create an RFP.

For Cultivate Staff Strengths, we have developed a new performance management process in which staff are expected to base their goals on strategic imperatives. We will measure results in July 2016, once everyone has gone through one cycle of this new performance management process. We also need to train staff on iLearn in order to track their training.

For Enhancing Partnerships, House Bill 3523 has given us the opportunity to partner with a number of organizations as well as provided us with the leverage to build additional partnerships.

For Focus on the Customer, we have created and approved customer service standards and have identified customers. We will be providing customer service training for staff in the fall. Staff will be creating a toolkit for the concrete aspects of this training. We will have an outside trainer conduct the rest of the training, which will consist of a series of discussions. These training materials will also be brought out again for the entire staff when new employees are hired.

Dahlgreen drew the Board's attention to the customer satisfaction survey from Library Support and Development Services. The legislature requires us to assess satisfaction, but our staff go above and beyond to solicit more specific responses. The Talking Book and Braille Library Customer Satisfaction Survey Report was handed out to the Board members.

Bonebrake mentioned that the note which was included with the Library Support and Development Services Customer Satisfaction Survey seemed negative. She stated that we should not be so concerned about slight changes above the 90% satisfaction mark. Dahlgreen will talk with the appropriate person about this.

CONTINUING BUSINESS

HB 3523 Implementation

Harrison has brought people together to discuss the administrative rules we need to create dealing with certification and subscription databases. Dahlgreen spoke with Julie Yamaka from the State Archives who explained the straightforward nature of creating administrative rules. It begins with the statute, and then we determine how to implement it. The draft rules have to be reviewed by the assistant attorney general. We then gather feedback from other agencies and stakeholders. Lastly, the Board approves the rule.

Harrison discussed the two administrative rules that have been drafted. One rule deals with certification of state agency libraries and the other deals with subscriptions. Both of these will involve completely new processes, as we are not currently doing either of these activities. Harrison worked with staff to identify potential processes and criteria.

The group discussing certification began by defining terms such as "library service" as well as discussing the reasoning behind this administrative rule, which is to reduce duplication, prevent

overlap, and use our resources more wisely. If a state agency library meets certain standards, they will receive certification. The draft includes intent and purpose, definitions, process, and standards.

The group that met to discuss subscriptions included staff from the Department of Administrative Services (DAS) and a few other agencies that may have subscriptions. The group began by defining reference-related databases and physical versus digital subscription licenses. They identified the reasoning behind this rule, which was cost efficiency and to eliminate duplication. They also discussed establishing a subscriptions liaison as the go-to person within an agency.

We would need to begin by inventorying the databases that exist, how much agencies are paying, and the terms of their contracts. Afterward, the process would be simpler with regard to new subscriptions. If an agency wants to purchase a database subscription, we would see if the State Library or another agency has it. If not, we may want to do a group purchase or the agency could purchase the subscription itself if there is no interest from others. This draft includes intent and purpose, definitions, process, and criteria.

The third administrative rule group that has yet to meet will deal with writing a rule that states that we will only provide resources to state agency employees for state agency use relating to their job. We already have a process, so we will tweak the current process and create the rule.

Dahlgreen is working on two administrative rules: one about public use of the State Library and the other about materials and services. Our public hearing will occur on the date of the December Board meeting. Notice will go out in the administrative rules bulletin. Anyone will be able to provide feedback on the rules during the specified comment period. We will share that information with the Board.

We will need to address the fiscal impact of these administrative rules to state agencies, public, and small businesses. Ideally, this will have a positive fiscal impact on state agencies and the state in general.

There are no rules attached to the Reference Coordinating Council, which includes the State of Oregon Law Library and the State Archives. Dahlgreen will look into this to take effect January 1st.

State Librarian Performance Management Proposal

Dahlgreen reminded the Board of our new performance management process, which involves more than just an annual discussion of job performance. Managers and their staff will look at goals for the upcoming year and how they relate to our strategic imperatives. Dahlgreen is proposing that the Board handle the State Librarian's performance management the same way we look at the rest of the staff.

Dahlgreen will be meeting with our new policy advisor to clarify who will be doing the State Librarian's performance review.

Hall moved to approve Dahlgreen's goals outlined for evaluation process. Tucker seconded. The motion passed unanimously.

Hall suggested that we save paper by reducing the amount of blank pages in the Board agenda packet.

OPEN FORUM

The open forum began at 12:30 pm. No one was present to speak at the open forum.

NEW BUSINESS

Oregon Center for the Book Proposal

Hall moved to approve Dahlgreen's recommendation that the State Library retain the Center for the Book in the Library of Congress designation as the Oregon Center for the Book. Tucker seconded.

The Oregon State Library has been an affiliate of the Center for the Book in the Library of Congress since the 1980s. During our reorganization, we looked for other organizations to take on this program, but received no offers. We have divested ourselves of a number of Center for the Book programs. For example, Letters About Literature has moved to Willamette Writers and the Poetry Collection has moved to the University of Oregon. Dahlgreen spoke with the Director for the Center for the Book program John Cole while in Washington, D.C. The Center for the Book designation does not have funds attached. It is a helpful designation to retain and does not require staff.

The motion passed unanimously.

Endowment Fund Account

Our Talking Book and Braille Library endowment fund and expendable fund have only been able to exist in safe accounts with very low interest rates. During the 2015 Legislative Session, we were given the authority to put our funds in an account with higher interest, called an intermediate fund. Westin put together a task force to discuss the endowment fund. We have almost 2 million in the endowment fund, from bequests, honorariums, memorials, and patron-directed donations.

Tucker and Hall represented the Board on the endowment task force. The assistant attorney general has given a high-level interpretation of what we should be doing with the endowment fund. We are waiting to hear the final recommendations from the attorney general's office. According to the statute, the principal was to stay intact and only the interest could be used.

The Board needs to make a decision about the intermediate fund and how much we will put into it. Westin will poll the task force to get a recommendation about the amount to pose to the Talking Books Advisory Council, before bringing the recommendation to the Board at the October 16th meeting.

The intermediate fund allows the State Treasury to manage an investment pool that more closely follows the stock market. They recommend keeping funds in the account for at least three years, to offset the ups and downs of the market. Treasury has a good record with such investments.

The other question deals with the 1997 Endowment Policy for what goes into the fund. We are talking with the assistant attorney general's office to find out if the principal of the endowment is locked. The Talking Book and Braille Endowment Task Force will meet again after the Board's October meeting to discuss the Endowment Policy.

We need to honor what we have told the donors that we would do with their donations. The assistant attorney general is looking at exactly what the term "endowment" means for us. The questions are the following: Can we currently spend any of the principal? What is the policy of the State Library Board for investing gifts?

Dahlgreen reminded the Board that we can accept donations for other programs within the State Library.

Board Engagement

Bonebrake and Hall have adjusted the timeline on the matrix about Board member engagement. The Board decided to have *Jeopardy*-style questions about the State Library instead of the quizzes. The Board will set aside an hour for this, each spring and fall.

After discussion, Bonebrake adjusted some of the action items and timelines. Bonebrake will email an updated version to the Board.

PLANS FOR THE NEXT MEETING

The next Board meeting is scheduled for October 16th at 9 am at the State Library in Salem. We will meet until 3 pm, including the donor board ceremony. The meeting will also include staff reports and recommendations from the Talking Book and Braille Library Advisory Council and the Library Services and Technology Act (LSTA) Advisory Council.

The December 4th Board meeting will include public hearings about the administrative rules in addition to the regular business meeting (the planning meeting on the 3rd has been cancelled). Dahlgreen will get clarity on the rules around public hearings.

The meeting adjourned at 2:00 p.m.

ACTION ITEMS

- Dahlgreen will send the Board members a link to the Oregon Public Library Needs Assessment report once it is released.
- Rondema will adjust future Board agenda packets to reduce the amount of blank pages.
- Dahlgreen will clarify the rules for public hearings.

Oregon
Kate Brown, Governor

State Library
250 Winter St. NE
Salem, OR 97301-3950
(503) 378-4243
Fax (503) 588-7119

State Library Board Executive Committee
Aletha Bonebrake, Chair
September 28, 2015
3:30 p.m. – 4:30 p.m.

Board members present by phone: Bonebrake, Malkin
Recorder: Dahlgreen

Report of the State Librarian

- Dahlgreen reported that because the current Board of Trustees is being eliminated and a new State Library Board will begin January 1, 2016 per HB 3523 the current Board is not authorized to enact administrative rules. She suggested that the Board cancel the December Board meeting and hold a meeting in early January 2016 so the Board can approve temporary rules, which will be made permanent within 180 days. Temporary rules don't require a public hearing or public notice, the public hearing and public notice will take place before the permanent rules are adopted.
- The State Library will be contracting with the Coraggio Group to do a reputation audit and customer satisfaction survey, as well as training State Library staff to continue these activities in the future. We had 3 responses to our RFP.
- The Oregon Folklife Network, of which we are a member, will hold a celebratory event on November 16, 2015 in the State Library. The focus of the event will be honoring cultural treasures of Oregon. Legislators will be invited to present certificates to the honorees in their districts.
- Dahlgreen is working with the Governor's office to identify a new Board member who is a state agency staff member as required in HB 3523. She has also sent the Governor's office a suggested timeline for Board member replacement under the new law.

Approval of the Board Agenda for the October 16, 2015 Board meeting
After discussion, the Executive Committee approved the agenda for the October 16, 2015 Board meeting to be held at the State Library in Salem.

Other Business
There was no other business.

Adjournment
The meeting was adjourned at 4:10 p.m.

Reports of the State Librarian and Staff

OREGON STATE LIBRARY
2013-15 BIENNIUM CLOSE BUDGET REPORT

Report Period	Month Ending June, 2015				
Target Percentage	100.00%				
Budget Object Title	Budget	Expenditures Biennium to Date	Remaining Budget	%Spent BTD	Average Spend per month to Date
General Fund	$ 3,314,923	$ 3,314,923	$ -	100.00%	$138,122
Other Funds	$ 531,678	$ 262,980	$ 268,698	49.46%	$ 10,957
Assessment Funds	$ 5,400,545	$ 5,390,393	$ 10,152	99.81%	$224,600
Federal Funds	$ 4,887,539	$ 4,360,282	$ 527,257	89.21%	$181,678
TOTAL	$14,134,685	$13,328,578	$ 806,107	94.30%	$555,357

Wednesday, September 23, 2015

OREGON STATE LIBRARY
2015-17 BIENNIUM BUDGET REPORT

	Report Period	Month Ending August, 2015						
	Target Percentage	8.33%						
Division Name	Budget Object Title	Budget	Current Month Expenditures	Expenditures Biennium to Date	Remaining Budget	% Spent BTD	Average Spent per Month to Date	Average Remaining to Spend
Operations	PERSONAL SERVICES	$ 1,239,729	$ 41,532	$ 82,872	$ 1,156,857	6.68%	$ 41,436	$ 52,584
	SERVICES AND SUPPLIES	$ 195,319	$ 3,266	$ 4,513	$ 190,806	2.31%	$ 2,257	$ 8,673
	CAPITAL OUTLAY	$ 2,412	$ -	$ -	$ 2,412	0.00%	$ -	$ 110
	Total	$ 1,437,460	$ 44,798	$ 87,385	$ 1,350,075	6.08%	$ 43,693	$ 61,367
Library Development	PERSONAL SERVICES	$ 1,370,232	$ 54,717	$ 108,712	$ 1,261,520	7.93%	$ 54,356	$ 57,342
	SERVICES AND SUPPLIES	$ 1,779,491	$ 179,824	$ 239,475	$ 1,540,016	13.46%	$ 119,738	$ 70,001
	SPECIAL PAYMENTS	$ 3,984,711	$ 127,519	$ 262,050	$ 3,722,661	6.58%	$ 131,025	$ 169,212
	Total	$ 7,134,434	$ 362,060	$ 610,237	$ 6,524,197	8.55%	$ 305,119	$ 296,554
Talking Book and Braille Services	PERSONAL SERVICES	$ 1,109,975	$ 40,660	$ 82,747	$ 1,027,228	7.45%	$ 41,374	$ 46,692
	SERVICES AND SUPPLIES	$ 567,024	$ 1,735	$ 11,738	$ 555,286	2.07%	$ 5,869	$ 25,240
	CAPITAL OUTLAY	$ 9,046	$ -	$ -	$ 9,046	0.00%	$ -	$ 411
	Total	$ 1,686,045	$ 42,395	$ 94,485	$ 1,591,560	5.60%	$ 47,243	$ 72,344
Government Research Services	PERSONAL SERVICES	$ 2,973,822	$ 120,792	$ 240,913	$ 2,732,909	8.10%	$ 120,457	$ 124,223
	SERVICES AND SUPPLIES	$ 1,583,437	$ 3,500	$ 21,343	$ 1,562,094	1.35%	$ 10,672	$ 71,004
	CAPITAL OUTLAY	$ 11,013	$ -	$ -	$ 11,013	0.00%	$ -	$ 501
	Total	$ 4,568,272	$ 124,292	$ 262,256	$ 4,306,016	5.74%	$ 131,128	$ 195,728
Total		$ 14,826,211	$ 573,545	$ 1,054,363	$ 13,771,848	7.11%	$ 527,182	$ 625,993

Wednesday, September 23, 2015

OREGON STATE LIBRARY
2015-17 BIENNIUM BUDGET REPORT

		Report Period	Month Ending August, 2015
		Target Percentage	8.33%

Program Code	Program Code Title	Budget Object Title		Current Month Expenditures	Expenditures Biennium to Date	Remaining Budget	% Spent BTD	Average Spent per Month to Date	Average Remaining to spend
1200	OSL BOARD	PERSONAL SERVICES	$ 1,900	$ 196	$ 196	$ 1,704	10.32%	$ 98	$ 77
		SERVICES AND SUPPLIES	$22,360	$ 1,998	$ 2,195	$ 20,165	9.82%	$ 1,098	$ 917
		Total	$24,260	$ 2,194	$ 2,391	$ 21,869	9.86%	$ 1,196	$ 994

Wednesday, September 23, 2015

OREGON STATE LIBRARY
2015-17 BIENNIUM BUDGET REPORT

	Agency Title	OREGON STATE LIBRARY	OREGON STATE LIBRARY	OREGON STATE LIBRARY
	Report Date	8/31/2014	8/31/2015	9/2014 to 9/2015
Accounts	**Account Title**	**Cash Balance**	**Cash Balance**	**12 Month Change**
TBABS ENDOWMENT FUND INTEREST	CASH ON DEPOSIT WITH TREASURER 0300	$ 26,711.17	$ 23,857.17	$ (2,854.00)
TBABS ENDOWMENT FUND	CASH ON DEPOSIT WITH TREASURER 0301	$ 1,665,764.03	$ 1,923,522.76	$ 257,758.73
LONG FUND - NON EXPENDABLE	CASH ON DEPOSIT WITH TREASURER 0302	$ 1,000.00	$ 1,000.00	$ -
MOSES FUND - NON EXPENDABLE	CASH ON DEPOSIT WITH TREASURER 0303	$ 6,000.00	$ 6,000.00	$ -
LONG FUND - EXPENDABLE	CASH ON DEPOSIT WITH TREASURER 0306	$ 33.10	$ 38.28	$ 5.18
MOSES FUND - EXPENDABLE	CASH ON DEPOSIT WITH TREASURER 0307	$ 8,173.98	$ 8,204.15	$ 30.17
TBABS DONATION FUND	CASH ON DEPOSIT WITH TREASURER 0308	$ 139,277.87	$ 213,844.08	$ 74,566.21
DATABASE LICENSING RESERVE	CASH ON DEPOSIT WITH TREASURER 0321	$ 40,290.13	$ 40,499.16	$ 209.03
TOTAL		**$ 1,887,250.28**	**$ 2,216,965.60**	**$ 329,715.32**

Wednesday, September 23, 2015

Recommendations of the LSTA Advisory Council

Agenda Item

Recommendation of the LSTA Advisory Council

Background and Summary

The LSTA Advisory Council met September 14, 2015. They reviewed the final reports for the 2014 competitive and statewide grants. The Council also reviewed the General Information and Grant Application Guidelines for federal fiscal year 2016.

Recommendations of the LSTA Advisory Council

Approval of Grant Guidelines for FFY 2016

The LSTA Advisory Council considered a draft of the "General Information and Grant Application Guidelines" for LSTA funds for FFY2016.

The highlights of the guidelines are:

- The grant process is now a one-step process. Grant proposals will be due on April 15 with a comment period available to grantees in March
- Grants will run from July 1, 2016 and end June 30, 2017
- Addition of the digital collection proposal requirements (see Appendix H within the guidelines)

The FFY2016 guidelines will be published in January 2016. Proposals will be recommended at the May 2016 meeting, and go to the Board for the June 2016 meeting. The Council recommends approval of the attached FFY2016 Guidelines.

Recommendations of the State Librarian

The State Librarian concurs with the recommendation of the LSTA Advisory Council.

2014 Budget and Budget Plan for FFY 2015 and 2016

Attachment #1

			Estimate
Federal Fiscal Year	2014	2015	2016
Total LSTA Award	**$2,150,954**	**$2,150,600**	**$2,150,600**
LSTA Carry Forward	$0	$0	
Total Available	$2,150,954	$2,150,600	$2,150,600
PROJECT	*Estimated Expenditures*	*Estimated Expenditures*	*Estimated Expenditures*
Competitive Grant Awards	$483,300	$634,049	$500,000
LSTA Administration (4% of total allotment)	$86,038	$86,024	$86,024
LSTA Five Year Plan Evaluation/Development	$0	$0	$20,000
Continuing Education			
Library Science Collection	$12,702	$15,450	$16,000
Public Library Director's Institute	$0	$10,000	$0
Focus on Children and Young Adults Institute	$0	$10,000	$0
Research Institute for Public Libraries	$3,100	$6,200	$0
Statistics			
QEM School Library Analysis and Report	$20,000	$19,000	$19,000
Bibliostat Collection Tool	$5,000	$5,000	$5,000
Public Library Statistics Gathering and Reporting	$53,000	$51,000	$52,000
Youth Services			
Statewide Summer Reading Program	$3,000	$3,500	$3,500
Consulting	$80,000	$92,000	$94,000
Oregon Center for the Book	$20,000	$5,000	$0
School Library Services			
OSLIS			
OASL Contract	$30,000	$30,000	$30,000
OSLIS Consulting	$72,000	$43,550	$45,500
Technical support & development	$29,000	$25,000	$27,000
School Library Consulting	$0	$23,450	$24,500
PLINKIT			
Oregon	$67,000	$0	$0
National Collaborative	$5,000	$5,000	$5,000
Enfold hosting costs for libraries	$14,400	$0	$0
Technology Development Consulting	$13,320	$77,000	$78,000
Digital Collections Summit	$4,000	$0	$0
EDGE	$0	$50,000	$50,000

Online Library Directory (Update)	$0	$10,000	$0
E-Reference Service (Answerland)	$294,500	$220,000	$220,000
Statewide Database Licensing			
Gale Database	$350,000	$350,000	$350,000
Academic Libraries - Ebsco subsidy	$50,000	$50,000	$50,000
Learning Express	$147,094	$183,000	$183,000
Program and Operations	$65,160	$64,000	$67,000
Sage Library System Courier Support	$73,340	$47,700	$47,700
Extend Services to the Unserved	$160,000	$0	$0
Libraries of Oregon	$0	$1,000	$5,000
Oregon Battle of the Books / OASL	$10,000	$10,000	$10,000
TOTAL	**$2,150,954**	**$2,126,923**	**$1,988,224**
Balance	$0	$23,677	$162,376

LIBRARY SERVICES AND TECHNOLOGY ACT

(LSTA)

GENERAL INFORMATION AND GRANT APPLICATION GUIDELINES

GRANT CYCLE FOR FEDERAL FISCAL YEAR 2016

OREGON STATE LIBRARY

January 15, 2016

Welcome to the Federal Fiscal Year 2016 LSTA Grant Packet. The Library Services and Technology Act (LSTA) is the major source of federal grant funding for libraries in the United States. Please examine this grant packet carefully and contact Ann Reed with any questions at ann.reed@state.or.us or 503-378-5027.

This packet contains information and forms that will be needed to apply for the **2016** LSTA grant cycle. **Proposals are due 1:00 PM on April 15, 2016**. Grants will be made for projects beginning on July 1, 2016 and ending on June 30, 2017.

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Oregon State Library
LIBRARY SERVICES AND TECHNOLOGY ACT
Grant Cycle for FFY 2016

Timetable

2016

January 15	Link for General Information and Grant Application Guidelines for Federal Fiscal Year 2016 Library Services and Technology Act grant cycle e-mailed to Oregon libraries
March 21-31, 2016	Online comment on proposal drafts from the Council (voluntary)
April 15, 2016	Full proposals due at the State Library by 1:00 in pdf.
May	LSTA Advisory Council meets at the Oregon State Library to review proposals and make recommendations on funding to the State Library Board. Agenda posted to: http://www.oregon.gov/osl/LD/Pages/LSTAcouncilmtgs.aspx
June	Oregon State Library Board meets to approve funding for proposals.
June	Library Support and Development prepares and sends grant contracts.
July 1	Grants start. **Grants start July 1 and end June 30, 2017. No extensions.**
July 31	Grant Final activity/ self evaluation reports due at State Library.
Mid-September 2016	LSTA Advisory Council meets at the Oregon State Library to review final grant reports and make changes to 2017 grant packet and LSTA spending priorities. Agenda posted to: http://www.oregon.gov/osl/LD/Pages/LSTAcouncilmtgs.aspx
Mid-October 2016	State Library Board meets to consider recommendations of LSTA Advisory Council and State Librarian, and approves the LSTA program for FFY 2017

Checklist for Full Proposal

CRITERIA	YES	NO
The full proposal was received at the Oregon State Library on **April 15 in either PDF or Word.**		
All type is 12 point Times New Roman, and margins are 1"		
LSTA funds requested are for allowable costs (see Appendix B)		
The full proposal has a signature by the official with contract authority and/or the fiscal agent		
If the full proposal is requesting indirect costs, a copy of the relevant portion of a recent federally-approved indirect cost plan is attached .		
If the grantee or fiscal agent does not have a current federally-approved indirect cost plan, requested indirect funds are 10% of, or less than, the amount of LSTA funds.		
Address information is complete and accurate, and includes street address, city, and zip code.		
DUNS number is current or in process of annual renewal		
All columns and rows of budget table show and add properly		
Active partners are listed in Part I #12, and have signed the certification in Part IV		
Proposal includes outcome-based evaluation, using logic model if desired		
Letters of support are attached in the order listed in the proposal		
All pages of the full proposal are present		
For Digital Collection proposals, all requirements are addressed in the text of the proposal (See Appendix H for requirements)		

GRANT DEADLINE: April 15, 2016 by 1:00 PM

Choose one of the following methods for submitting your application so it is date-stamped by April 15, 2016. Applications must include appropriate original, faxed, or digital signatures.

- Email: ferol.weyand@state.or.us
- Fax: 503-378-6439
- Mail: Oregon State Library, LSTA Grant, 250 Winter St. NE Salem, OR 97301

Every year, the Oregon State Library administers a competitive grant program with Library Service and Technology Act block grant funds from the Institute of Museum and Library Services. Uses of the block grant funds are outlined in the Library Services and Technology Act (LSTA) Five –Year Plan 2013-2017. Competitive grants must address at least one goal of the Plan, found at http://www.oregon.gov/osl/LD/Pages/lsta.aspx#LSTA_Five_Year_Plan and in Appendix A of this packet.

Detailed information on past grants, downloadable copies of forms, and background on Oregon's LSTA program can be found on the Library Support and Development Services pages of the Oregon State Library's website (http://www.oregon.gov/OSL/LD/grantmainalt.shtml). We strongly encourage prospective grantees to contact the Federal Programs Coordinator, Ann Reed, at (503) 378-5027 or ann.reed@state.or.us for advice and assistance.

Award Amounts

The total amount of funding available for competitive awards typically ranges from $500,000 to $600,000. There are no set limits to the amount of funding that may be requested; however, very large requests may not be as competitive as smaller requests. Local support (in-kind or cash) is expected from all applicants as evidence of local commitment to the proposed grant project. Projects are also expected to seek sustaining funding from other sources to support the project once the LSTA grant has ended.

Recent LSTA Grant Award History

Federal Fiscal Year	# of Grants Awarded	Total Amount Awarded	Low Amount Awarded	High Amount Awarded	Median Amount Awarded
FFY2015	10	$634,049	$25,319	$183,836	$45,038
FFY2014	10	$484,957	$5,400	$168,669	$56,515
FFY2013	10	$605,208	$4,023	$189,669	$42,225
FFY2012	13	$676,797	$9,645	$125,742	$40,573

Types of Grant Projects

LSTA has funded technical studies, planning grants, service and technology development and demonstration projects, as well as the replication of outstanding projects. Grant projects do not need to be innovative, just new to the applicant.

Philosophy of Oregon's LSTA grant program

The LSTA Council and the Oregon State Library Board encourage the formation of partnerships where and whenever possible. The State Library believes that a larger library can work with its smaller neighbors to the benefit of a region. Projects that benefit larger units of governance, such as counties, several cities or school districts are viewed positively. In projects with ***school*** partners, the Council will look for solid contributions to the project from the ***schools***, not just the public library.

A project partner is an organization that plays an active part in running a grant. This would be more than housing a special piece of equipment. A partner would demonstrate and help teach people to use a special piece of equipment.

Eligible Applicants
LSTA grants may be made to any legally-established public library, academic library, special library, school library, library cooperative or consortium or to any organization with tax exempt status that helps libraries.

For purposes of Oregon's LSTA program:

A **public library** is established under ORS 357.410 and is "a public agency responsible for providing and making accessible to all residents of a local government unit library and information services suitable to persons of all ages" (ORS 357.400). "Local government units" include cities, counties, special districts, county service districts, school districts, and community college districts (ORS 174.116).

An **academic library** is any library of a not-for-profit, degree-granting institution of postsecondary education in Oregon, whether publicly or privately funded. (ORS 543.060)

A **special library** is a private, non-profit or government organization that serves information needs as defined by a particular subject or activity. To be eligible for a LSTA state grant, the special library must have paid library staff, be accessible to the public and have a written collection development policy.

A **school library** is a library serving Kindergarten through 12th grade students, teachers, and administrators. A school library may be called a library media center, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

Competitive Grant Process
The LSTA competitive grant program is a one-step process. We encourage prospective grantees to take advantage of the optional council and staff review process in late March. Proposals are due by 1:00 PM on April 15, 2016. ***Late proposals or proposals not adhering to the stated format will not be considered. If a proposal is received for review, it does not mean it is received for funding.***

Grant Period and Multi-year Projects / Consecutive Grants
Grants are funded for 12 months. If a grant project needs to be developed over a two or three year period, you must apply for a series of one year grants. Consecutive grants will only be made in cases where the scope of the work is too large to be accomplished in 12 months, or where the grant activities must be timed to coincide with future events outside of a grantee's control (e.g. library district elections). The Council expects that activities will develop over the duration of a multi-year project. If applying for year 2 or beyond of a grant, please use the Continuing Grants form in Appendix E.

Extensions
Grant extensions will **not** be available. Grants end June 30, at the end of the fiscal year. If the project involves hiring, allow two to three months within the project timeline for that activity. Any unencumbered funds remaining to the project as of July 1 revert to the Oregon State Library. Labor cannot be encumbered.

Building in Grant Project Evaluation
Grant projects should be planned to incorporate an outcome-based evaluation whenever possible. Outcome-based evaluation (OBE) measures the impact of a project on the skills, knowledge, attitudes, behaviors, condition, or life status of end-users. Your proposal should identify your specific audiences and say how the project will objectively and concretely measure outcomes. The State Library expects that your project would include in its request funds for surveys, focus groups, facilitators, or whatever methodology you design.

There are online or in person resources to assist you in designing your outcome-based evaluation:

- The State Library's Library Support OBE webpage at http://www.oregon.gov/osl/LD/Pages/resources/OBE/obe.aspx
    - The Logic Model is one method to walk through the OBE process. This model is available on the OBE webpage listed above.
- The Institute of Museum and Library Services website also offers assistance at http://www.imls.gov/research/evaluation_resources.aspx or
- Contact Ann Reed or any of the State Library Support and Development consultants to assist you in designing your evaluation.

At the end of each project, you are required to submit a final activity report that documents project goals and provides an analysis of the project. The report requires quantitative information on project activities and audiences reached. It also requires quantitative and qualitative data that summarize lessons learned and document project achievements, outcomes and, if applicable, large-scale or long-term results that effect one or more institutions or communities. To view the final activity form, go to http://www.oregon.gov/osl/LD/Pages/lstagrantee.aspx and click on Reports.

Allowable and Acceptable Costs

Costs not allowed by Federal regulation
Projects must conform to federally allowable costs (summarized in Appendix B). Links to Federal allowable cost documents can be found via the State Library's LSTA Competitive Grants page (http://www.oregon.gov/osl/LD/Pages/LSTAcomp.aspx). LSTA legislation does not allow paying for construction expenses, including planning, remodeling, wiring, expansion costs, new furnishings, architect's fees, land acquisition, siting expenses, or HVAC work. **Please note that LSTA does not cover honorariums or prizes of any kind**. **Speaker fees are allowable with an invoice. Computers under $5,000 are now considered supplies.**

Costs not accepted by the LSTA Advisory Council for funding
The LSTA Advisory Council has developed the following list of items they will not recommend for funding, even though such items may be allowable under federal rules.

- The Council sees LSTA as a first-funder. Therefore LSTA will not take over funding of projects initiated by other grant funders.
- Restoration or replacement of current collection funding.
- Restoration or replacement of normal operating costs, such as computer maintenance, ongoing software license fees, utilities, etc.
- Computers, books, or library materials not integral to a new service or program.
- Replacing or upgrading a library automation system purchased with LSTA funds.
- Stand-alone school or school district automation projects.

Personnel Costs

Grant writers should think about asking for labor or personnel, if needed, to enable the institution to perform grant activities. The grant can fund additional hours if a staff person in question is part-time, or it can hire some substitute labor to cover desk hours. Work done on a grant needs to be documented by a time card. LSTA will not restore funding for staff lost due to layoffs.

Personnel vs. Contractual
On the grant budget, the personnel line is for people hired as a regular employees. Contractual people are hired for limited duration or under some other condition. The Human Resources department of either the grantee or fiscal agent can help the grant author sort out which line to use on the budget table.

Benefits
If grant personnel are hired as regular employees, the grant may pay for standard benefits that other employees get. If the grant labor is contractual, bear in mind that the grant must pay at least unemployment insurance tax (http://www.oregon.gov/EMPLOY/Unemployment/Pages/default.aspx).
For other possible taxes, see instructions at (http://www.oregon.gov/dor/BUS/docs/combined_payroll_211-155-2_2015.pdf)

Consultants and Subgrants
Prior to hiring a private consultant, the library planning the project must obtain written approval of the consultant selected from the State Library. Please contact the State Librarian for permission. Consultants must adhere to restrictions on federal funds, particularly regarding lobbying. Grantees shall not use LSTA funds to run a subgrant program without first presenting a detailed plan to the State Library.

Indirect Costs

Indirect costs are overhead costs associated with administering a grant. Indirect costs include items such as postage (if not billed directly), office space, rent, utilities, phone lines, accountant labor, etc. Most large entities receiving federal grant funds have at least one negotiated indirect cost rate, established according to instructions from the Office of Management and Budget. Very large institutions may have 2-3 federally approved indirect cost rates, for use in different types of grants or projects, e.g. medical research, teaching projects, etc. Once an institution has a current federally approved indirect cost rate, that rate can be used for federal grants from other agencies such as this grant program. Generally it is not worth a small entity's time to file a federal indirect cost agreement.

> Per 2 CFR 200, the Oregon State Library will honor the indirect cost rate in current federally-approved indirect cost plans. For entities without a federally-approved indirect cost plan, libraries may claim up to 10% of LSTA funds in indirect costs.
>
> Technology grants for resource sharing will adhere to standards that allow automated catalogs to be searchable by other libraries and/or permit full bibliographic records to be exported to automated regional or other large-scale catalogs.
>
> Continuing education activities must be part of a larger project and relate to the goals of LSTA legislation. The State Library expects grantees to invite participants from other libraries to trainings if space allows.

CIPA – Children's Internet Protection Act

If public or school libraries use LSTA funds to buy computers for staff or the public to access the Internet or use LSTA funds to pay direct costs of accessing the Internet, the public or school libraries must "have in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access ...to visual depictions that are obscene or child pornography"

In such a case, public and school libraries must certify compliance with the Children's Internet Protection Act (CIPA). Filtering requirements would apply to **all** computers in the library, including staff computers, whether existing or newly purchased with grant funds. Library consortia that include public or school library members using LSTA funds for computers accessing the Internet, also must comply with CIPA filter requirements. All of the consortia members may be affected. The law requires that adults would be able to ask for filters to be disabled from the computer they are using. Libraries concerned about CIPA are encouraged to contact Ann Reed at the State Library before applying.

Requirements for Technology, Digital Collections, and Continuing Education Proposals

Technology project proposals for resource sharing will adhere to standards that allow automated catalogs to be searchable by other libraries and/or permit full bibliographic records to be exported to automated regional catalogs.

Continuing education activities within project proposals must be part of a larger project and relate to the goals of LSTA legislation. The State Library expects grantees to invite participants from other types of libraries if space allows.

Digital collection proposals **must** address the requirements outlined in the document: ***Digital Collection Project Proposal Requirements***. Please refer to Appendix H for the requirements. The LSTA Advisory Council will be using the checklist in this document to evaluate the proposals.

Best practice for other types of grants:

- Adult Literacy Programs - http://tinyurl.com/opgfc9c
- Outreach to Immigrant and Language-Minority Populations - http://tinyurl.com/pmapw3s

Evaluation of proposals

Council members complete an evaluation form (See Appendix G) for each proposal at their May meeting. The score of a proposal is a starting point for discussion of whether the Council is interested in recommending funding. The Council may not think a project is appropriate to LSTA funding, or may be more appropriate to other types of funding. Please contact the State Library for other grant sources. The Score is expressed as a number, 1-10, and is not legally binding. It is an aid in crafting a recommendation for funding for the State Library Board.

Grant Administration Procedures

The Oregon State Library has posted a sample grant contract for applicants to review the contract language if the LSTA Advisory Council makes a positive recommendation for funding to the Oregon State Library Board. The grant contract is a formal agreement between the State and the project fiscal agent and sets out a number of requirements for administering the grant including that:

1) All federal funds will be expended solely for the purpose for which a grant was awarded as described in the project narrative of the full proposal.
2) All federal funds must be spent in accordance with all applicable laws and regulations governing LSTA.
3) Federal funds may not be used for political purposes at any political level.
4) Costs accrued before a grant contract is signed are not reimbursable.
5) School and public libraries receiving federal money under LSTA to purchase computers to access the Internet and/or purchase direct Internet access must comply with CIPA requirements.
6) Local support of agencies receiving federal funds may not be reduced because of receipt of federal funds.

Grant Administration Tracking

2 CFR 200 increases the State Library's obligation to track grantee performance during the grant. Items the State Library will be tracking and reporting to IMLS are:

- Receiving the required and completed written quarterly reports in and on time
- State Library receives grant modification requests 45 or more days in advance of the end of the grant.
- Grantees have appropriate spending and cash claim patterns

Grant Administration Best Practice

Please see the Quick Tips for Better Grant Administration at http://www.oregon.gov/osl/LD/Pages/lstagrantee.aspx#Administrative_Requirements. We definitely recommend sharing copies of the proposal and the grant contract with project participants. Both have valuable information in goals, activities and dates.

Questions, about which grants are suitable for LSTA, can be directed to Ann Reed, Federal Programs Coordinator, **at (503) 378-5027, or by email at *ann.reed@state.or.us*.**

Appendices:

Appendix A - Purposes of the Library Services and Technology Act
Appendix B - Allowable and Unallowable Costs in LSTA Grants
Appendix C - Full Grant Proposal form
Appendix D - Grant Proposal General Instructions
Appendix E - Continuing Grant Proposals
Appendix F - Continuing Grant Proposals Instructions
Appendix G - LSTA Full Proposal Evaluation Criteria
Appendix H - Digital Collections Project Proposal Requirements

Appendix A

Summary Goals of Oregon's Library Services and Technology Act Five-Year Plan 2013-2017

This document contains highlights of interest from the 2013-2017 Five-Year LSTA Plan for competitive grant seekers. The text of the whole plan can be found via the main LSTA page on the Library Support and Development's portion of the Oregon State Library website (http://www.oregon.gov/osl/LD/Pages/lsta.aspx). The strategies/initiatives listed are possible projects, but are not meant to exclude projects that would address at least one of the LSTA goals.

GOAL # 1 – Provide access to information resources and library services

Issues Addressed

- Unserved population;
- Delivering quality library services to Oregonians in sparsely-populated areas;
- Many Oregon libraries are not well situated to serve a rapidly growing population of seniors, ages 65+;
- Many Oregon libraries are not adequately prepared to serve the growing Hispanic/Latino population and/or other emerging immigrant populations;
- Reductions in county law library service;
- Need for citizens to interact with their government online;
- Economic uncertainty statewide.

Outcomes

- Library services are extended to those who are currently unserved;
- Library services are enhanced for those who are currently underserved;
- Libraries expand access to multimedia material;
- Libraries partner with each other to create programming or information resources;
- Libraries partner with community organizations to create programming or information resources.

Ideas for competitive grants

- Outreach to seniors, special populations;
- Statewide collaborative borrowing;
- Demonstrations of new types of materials;
- Development of Young Adult services;
- Digitization of important historical information, including newspapers;
- Greater ability to access digital items regardless of physical location.

GOAL # 2 – Use technology to increase capacity to provide library services and expand access

Issues Addressed

- Economic uncertainty statewide;
- Delivering quality library services to Oregonians in sparsely-populated areas;
- Unserved population;
- Institutional barriers to cooperation;
- Changing library services to match the changing information needs of our communities;
- Knowing how to help patrons with new technologies and implement them in a library setting.

Outcomes

- Libraries create efficient ways to share resources to extend library services to Oregonians (e.g., Answerland, OSLIS);
- Libraries create efficient ways to share information resources (e.g., Sage, suggestion of a shared ILS);
- Patrons can access information- Libraries make available information resources across multiple platforms
- Technology increases use and accessibility of library services.

Ideas for competitive grants

- Mobile applications for information resources;
- Digital library on large scale;
- Open-source digital library software;
- Increasing capacity by centralization of digitization services;
- Mobile devices to loan or demonstrate;
- Models of new technologies.

GOAL # 3 – Develop a culture in libraries that promotes evaluation and use of evaluation results

Issues Addressed

- Economic uncertainty statewide;
- Library services and benefits are not widely known or understood by our communities;
- Changing library services to match the changing information needs of our communities.

Outcomes

- Create learning opportunities for library staff that provide training in assessing the value of services including financial viability, community needs assessment, or other evaluation that furthers the ability of libraries and librarians to better serve their respective communities;
- Libraries establish a process to assess community needs;

- Libraries evaluate and prioritize services by community needs and financial viability;
- Libraries back up budget requests with data from service assessment;
- State library staff will develop expertise in outcome-based assessment.

Ideas for competitive grants

- Replication of Salem Public Library's model for community assessment;
- Public Library Director Institute for small/rural libraries;
- Training in outcome based evaluation;
- Train library personnel in strategic planning and organizational development;
- Develop statewide GIS (Geographic Information System) -like system with library and other demographic data that can produce reports;

GOAL # 4 – Develop information literacy skills

Issues Addressed

- School library programs are being cut, often district-wide;
- Students and teachers not receiving information literacy instruction;
- High levels of unemployment, particularly in rural areas;
- Lack of digital literacy instruction.

Outcomes

- Create programs for development of information literacy skills at all ages;
- Libraries offer services for children and young adults that prepare them for lifelong success;
- Libraries offer lifelong learning activities for Oregonians.

Ideas for Competitive Grants

- Job hunting lab or tutorials;
- Financial literacy programs;
- Finding government information programs;
- Using and finding business information programs;
- Planning grant to develop K-20 continuum of skills, with computerized information literacy assessment tool that can point to remedial resources, 'advanced OSLIS';
- Library staff development, especially in using new technologies, teaching computer software;
- Finding legal information (basic tutorial);
- Planning grant for public/academic partnership to offer information literacy course to high school for AP test, or college credit.

GOAL # 5 – Foster the joy of reading

Issues Addressed

- School library programs are being cut, often district-wide;
- Oregon's preschool children and their families and caregivers need access to early literacy resources and services;
- Drop off in reading when children become young adults;
- Delivering quality library services to Oregonians in sparsely-populated areas;
- Many Oregon libraries are not well situated to serve a rapidly growing population of active seniors;
- Many Oregon libraries are not adequately prepared to serve the growing Hispanic/Latino population and/or other emerging immigrant populations.

Outcomes

- Libraries offer programs that encourage and enhance reading ability in children;
- Libraries provide access to material in different media formats that encourage or enhance literacy;
- Libraries provide access to material and/or programming that encourage or enhance ESL literacy;
- Libraries strive to engage young adults in learning, teaching, and other volunteer activities related to reading.

Ideas for Competitive Grants

- Online book clubs that might incorporate digital books;
- Partnerships between libraries and senior service providers;
- Early literacy outreach – to daycare, with families;
- Outreach to Hispanic/Latino population and/or other emerging immigrant populations.

Appendix B

Allowable and Unallowable Costs in LSTA Grants

Source Documents:
2 CFR§220, Appendix B ("Cost Principles for Educational Institutions")
2 CFR§225, Appendix B ("Cost Principles for State, Local, and Indian Tribal Governments.")
2 CFR§230, Appendix B ("Cost Principles for Non Profit Organizations")

Allowable and Unallowable Costs in General

Generally, costs that are necessary and reasonable for the proper and efficient administration of a grant project are allowable costs that may be proposed as budget items in a LSTA grant application. If a cost is not allowable under local or state regulations, it will not be covered by LSTA. Costs need to be consistent with policies and procedures that apply to other activities of the organization, and be in accordance with accepted accounting principles For brevity, we have noted one or the other but not both legal citations where applicable. The absence of an item from this FAQ guide does not imply that a cost is allowable.

Cost Associated with Grant	Allowable			OMB Circular	NOTE
General Cost Questions	**Yes**	**No**	**Maybe**		
Costs incurred before the grant started			x		Depends on pre-award cost authorization
Fines and penalties		x		2 CFR§220, Appendix B #16	
Reimbursement for excess costs from a previous grant		x		2 CFR§220, Appendix B #26	
Grant writing for an additional year of LSTA funding paid for by current grant			x	2 CFR§220, Appendix B #33	Permissible only for potential federal awards and continuing LSTA grants
Fund raising		x		2 CFR§220, Appendix B #17	
Costs of meetings or events related to fund raising		x		2 CFR§220, Appendix B #17	
Grant writing to foundations, non-federal sources		x		2 CFR§220, Appendix B #8	
Donations / Charitable contributions		x		2 CFR§220, Appendix B #12	
Construction costs (planning, wiring, remodeling, architects' fees, land, siting, new furnishings)		x		Not allowed in 20 U.S.C. 9109	
Costs of Events and Meetings	**Yes**	**No**	**Maybe**		
Entertainment		x		2 CFR§200, Appendix B #14	

Cost Associated with Grant	Allowable			OMB Circular	NOTE
Food			x		Event must be during a meeting and on the agenda as a working meal. Follow fiscal agent per diem limits. In general, avoid spending grant funds on food
Alcoholic beverages		x		2 CFR§200, Appendix B #3	
Performers			x		If integral to the content of an educational program e.g. summer reading
Salary			x		Oregon's LSTA program will not replace local salary
Work time	x			2 CFR§200, Appendix B #8h.(3)	Hours paid by LSTA should only do LSTA projects and documented with timecards
Travel			x		Use fiscal agent rates and reimbursement practices. Travel related to lobbying not covered.
Location rental fees	x				If necessary to carry out grant activities
Marketing, Public Relations, Advertising	**Yes**	**No**	**Maybe**		
Advertising in news, TV, radio, etc. to recruit personnel for LSTA grant projects	x			2 CFR§200, Appendix B #1c.(1)	
Advertising in news, TV, radio, etc. for procuring or acquiring goods, equipment, and services for the performance of LSTA grant	x			2 CFR§200, Appendix B #1c.(2)	
Advertising in news, TV, radio, etc. for a specific purpose to fulfill the grant's activities	x			2 CFR§200, Appendix B # 1d.	
Advertising or promoting the library in general		x		2 CFR§200, Appendix B #1f.(4)	

Cost Associated with Grant	Allowable			OMB Circular	NOTE
Marketing, Public Relations, Advertising cont.	**Yes**	**No**	**Maybe**		
Informing the public or press about a specific LSTA project	x			2 CFR§200, Appendix B #1d.(2)	
Costs of displays, demonstrations, and exhibits			x	2 CFR§200, Appendix B #1d.(2)	Ok if promoting a specific project
Prizes for contests or drawings		x			Item should have no intrinsic value, e.g. certificate
T-shirts, mugs, pens, Frisbees, posters, magnets, and other promotional items with intrinsic value		x		2 CFR§200, Appendix B #1f.(3)	A rare exception would be if the item directly relates to the grant and is a lot more informational than promotional.
Bookmarks, rolodex cards, brochures	x				Strictly informational in nature
Promotion of the library to Hispanics and other people with diverse cultural, and socioeconomic backgrounds, individuals with disabilities, and to people with limited functional literacy or information skills.	x			Relates to LSTA law goal 4	
Promotion of the library to persons having difficulty using a library, underserved urban and rural communities including children from families with incomes below the poverty line	x			Relates to LSTA law goal 5	
Gifts		x		2 CFR§200, Appendix B #1f.(3)	
Research	**Yes**	**No**	**Maybe**		
Planning, developing or conducting studies or surveys	x				
Focus groups	x				
Memberships / Community Involvement	**Yes**	**No**	**Maybe**		
Membership in any civic or community organization			x		Must be in grant application and requires approval of the State Library.
Membership in business, technical, and professional organizations	x				

Cost Associated with Grant	Allowable			OMB Circular	NOTE
Costs Associated with Districting Grants	**Yes**	**No**	**Maybe**		
Governmental fees (use fees, ballot filing fees, permits, etc.)		x			
Forming a non-profit, 501(c)3 fees		x		2 CFR§200, Appendix B #31	
Attorney fees for reviewing documents, and legal guidance.			x	Circular A-122, Appendix B Sections 30, 31	Must be in grant application and requires approval of thee State Library. Does not cover ballot review or drafting resolutions for governmental bodies
Writing ballot measures		x			
Filing election paperwork		x			
Providing a technical and factual presentation of information on the process of forming a district	x			2 CFR§200, Appendix B #25b.(1)	Must be in grant application and requires approval of the State Library.
Costs of communicating with the public and press pertaining the specific LSTA project			x	2 CFR§200, Appendix B #1d.(2)	As long as its informational, not urging a vote
Planning to serve unserved and underserved populations	x				
Costs of travel, meeting time relating to urging a governing body to pass a resolution or ordinance		x		2 CFR§200, Appendix B #25(5)	This falls under lobbying
Attempt to "influence the outcomes of any…local election, referendum, initiative or similar procedure…, including introductions of legislation"		x		2 CFR§200, Appendix B #25	
Legislative liaison activities, including attendance at legislative sessions or committee hearings, gathering information regarding legislation, and analyzing the effect of legislation, when such activities are carried on in support of or in knowing preparation for an effort to engage in unallowable lobbying		x		2 CFR§200, Appendix B #25	
Establishing, administering, or paying the expenses of a campaign, political action committee, or other organization established for the purpose of influencing the outcomes of elections		x		2 CFR§200, Appendix B #25(1), (2) and (4)	

rev. 8/28/15

Appendix C

Full Grant Proposal Form
Library Services and Technology Act FFY 2016

This form is available for download in Microsoft Word on our web site via: http://www.oregon.gov/osl/LD/Pages/LSTAcomp.aspx**.**

The LSTA Advisory Council requires that applications be submitted in 12 point Times New Roman, with one inch margins. Do not change the words on this form. Email a Word or PDF of your proposal to *ferol.weyand@state.or.us* Include letters of recommendation or appendices in the electronic copy.

The deadline for receipt of the signed full proposal is **1:00 pm on Friday April 15, 2016**. There are no exceptions. If requesting indirect costs, attach the appropriate section of a current federally-approved indirect cost plan.

Part I: General Information

1. Project title:
2. Applicant:
3. Mailing Address:
4. Contact person:

   Phone:

   Email:
5. Fiscal agent (if different than applicant):
6. Project URL (if any):
7. U.S. Congressional District:
8. DUNS number:
9. List geographic target area to be served by the project:
10. Estimated number of persons benefiting from the project:
11. Description of persons benefiting from the project:
12. List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants.
13. Project abstract (one paragraph):

14. Provide the text of the single most relevant goal from the Five-Year State Plan 2013-2017 that will be addressed by the grant project.

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

16. List letters of support for the project (name, affiliation) that are attached to this application. Do not include letters from project partners listed in #12.

PLEASE FILL IN THE FOLLOWING INFORMATION ABOUT THE ANTICIPATED LENGTH OF YOUR GRANT PROJECT:
(Check applicable boxes)

THIS IS THE ☐ 1st YEAR OF A ☐ ONE YEAR GRANT PROJECT
☐ 2nd YEAR ☐ TWO YEAR
☐ 3rd 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 PRIORTY _____ OF THIS ORGANIZATION'S PROPOSAL(S)

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				$0
Benefits				$0
Travel				$0
Equipment				$0
Supplies				$0
Contractual				$0
Library Materials				$0
Total Direct Charges	$0	$0	$0	$0
*Indirect Charges***				*$0*
Total Budget	$0	$0	$0	$0

*** If requesting indirect charges, you MUST attach the relevant portion of a current federally-approved indirect cost plan or an estimate of indirect costs if there is not a current federally-approved plan.*

Proposed second year LSTA amount: _____ Proposed third year LSTA amount:_____

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. If you are submitting a digital collections proposal, please address the digital collection requirements in this section.)

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

Detailed statement of problem

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)

Budget narrative

Evaluation method and publicity (clearly listed the outcomes of this project)

Part IV: Certification of Application

1. Documentation of project support. Partners listed in Part I, number 12 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.

Name	**Library/Organization**	**Signature**	**Date**
_____	_____	_____	_____

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.	***(for consortia only)*** 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.	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.

d. Signature of grant applicant

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

_____
Title

_____
Signature Date

_____
Email

_____
Phone number

e. 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

GRANT DEADLINE: April 15, 2016 by 1:00 PM

Choose one of the following methods for submitting your application so it is date-stamped by April 15, 2016. Applications must include appropriate original, faxed, or digital signatures.

- Email: ferol.weyand@state.or.us
- Fax: 503-378-6439
- Mail: Oregon State Library, LSTA Grant, 250 Winter St. NE Salem, OR 97301

Appendix D

Full Grant Proposal Instructions
Library Services and Technology Act FFY2016
General Instructions

Grant Application - Line-by-line Instructions

PART I: General Project Information The full proposal form is available for download in Microsoft Word on our web site via: http://www.oregon.gov/osl/LD/Pages/LSTAcomp.aspx**.** You may attach additional pages to the form in order to provide the information requested under Part III, Project Narrative.

The LSTA Advisory Council requires that applications be submitted in 12 point Times New Roman, with one inch margins. Do not change the words on this form. Email a Word or PDF of your proposal to *ferol.weyand@state.or.us* Include letters of recommendation or appendices in the electronic copy.

The deadline for receipt of the signed full proposal is **1:00 pm on Friday April 15, 2016**. There are no exceptions. If requesting indirect costs, attach the appropriate section of a current federally-approved indirect cost plan.

Line-by-line Instructions

PART I: General Project Information

1. Project title
   Enter the name of the proposed project. The name should be descriptive of the proposed project.

2. Applicant
   Enter the full legal name of the applicant library, system or other organization. See the Grant Guidelines for information about eligible applicants. If the applicants do not have legal standing, list the fiscal agent.

3. Mailing Address
   Enter the mailing address, city and zip code of the applicant. Please include the zip+4. See http://www.geolytics.com for assistance in finding the zip+4.

4. Contact person, phone, and email address
   Enter the name of the person responsible for the application who may be contacted for further information or clarification, their phone number and email address. This person need not be the intended project manager or the library director. Correspondence about this proposal will be directed to this person.

5. Fiscal agent (if different from applicant)

Enter the name of fiscal agent organization. The Fiscal Agent has legal standing to accept federal funds. If the applicant(s) do not have legal standing, the contract would be made with the fiscal agent who does. For example: City of Scio (on behalf of the Linn Library League).

6. Project URL

Please list the URL if the project is continuing digitization, or providing other Web content.

7. U.S. Congressional District: use www.congress.gov to find your federal congressional district.

8. DUNS number

The **Data Universal Numbering System (DUNS) number** is the nine-digit number established and assigned by Dun and Bradstreet to uniquely identify business entities. A DUNS number may be obtained by application to D&B by telephone (currently 866-705-5711) or the Internet (currently at http://fedgov.dnb.com/webform). This number is **required**. If the grantee has no legal standing, please use the DUNS number of the fiscal agent.

9. List geographic target area to be served by the project

Indicate the geographic area to be served by the project. This could be the entire state, but will more likely be one or more cities, counties or portions of counties. Use the names of the cities and/or counties to describe the project service area (Example: "Polk, Yamhill, and Marion Counties"; "Newport and surrounding areas in Lincoln County"; "La Grande, Pendleton, Hermiston and Baker").

10. Estimated number of persons benefiting from the project

Estimate the number of persons that you anticipate may potentially use the project services, and benefit from the project. Just a number is needed on the line. If the project is designed to serve specific populations, such as the elderly, handicapped, or limited English-speaking, the estimate should be based upon some percentage of the total library service population. Do not automatically use the total estimated population of the service area, only the persons that you estimate may directly benefit from the project.

11. Description of persons benefiting from the project

Give a brief description of the people the project will directly benefit, for example, "Children who attend child care centers and their parents, with emphasis on low income families." The sentence or phrase provided should describe the people estimated on line 10.

12. List partnering organizations

All partnering organizations listed on line 12 must also sign section IV.1. Partners are significantly involved in the grant, and their involvement is critical to the success of the project. If there are several partners, each may submit a separate copy of the Part IV.1

certification. Participating organizations may be involved in some activities, but are not pivotal to the success of the project. For example, a historical society and an Indian tribe have a project to design an exhibit on Native American culture which will be displayed at several libraries. In this case, the historical society might be the grant applicant, and the Indian tribe would be the partner. The libraries that would host the exhibit would be participants. Participants should be listed in the activities part of the narrative, and may wish to write a letter of support for the project. Participants, who are not listed on line 12, do not need to sign section IV.1.

13. Project abstract

In one paragraph, summarize the project: the problem the project addresses, the gist of the proposed solution the project will implement. Briefly indicate the project goal and the grant objectives. Do not exceed 1/3 of a page.

14. List the text of the single most relevant goal from the *Five-Year State Plan 2013-2017* that will be addressed by the grant project.

A list of goals from Oregon's Library Services and Technology Act (LSTA) Five-Year Plan 2013-2017 are provided in Appendix A of the Grant Guidelines. A project simply needs to relate to one of these goals. Do not indicate all the goals a project may address.

15. Project continuation

Summarize how the project is intended to continue after the grant funded period expires.

16. Letters of support

List the name and affiliation of anyone who submitted a letter of support attached to the grant application. Project partners listed in line 12 should not write a letter of support. That the partners have signed section IV.1 and agreed to be part of the project indicates their support.

INFORMATION IN BOX AREA

Fill in the requested information about the length of the grant project, and the priority of the application when more than one is submitted.

PART II: Project Budget

The budget should be fairly accurate. Identify costs to be paid from LSTA, and those covered by local cash or in-kind contributions. Remember that grant funds will be available as soon as the grant is approved by the State Library Board and a contract is signed. A cash contribution is the outlay of cash, either the grantee's or cash contributed to the grantee by third parties. An in-kind contribution is the contribution of equipment, supplies, transportation services, staff time, space, substitute teachers, or other tangible resource, as distinguished from a cash contribution.

(Example: "The project manager will devote 25% of their time to the project as an in-kind contribution"). An industry value for in-kind volunteer time can be found at: *http://www.independentsector.org/programs/research/volunteer_time.html*. This figure can be adjusted up or down based on the complexity of volunteer tasks.

Example:

Item	Local Cash	Local In-kind	LSTA
Personnel			
Half time tutor - $20/hr, 1040 hrs.	$1,000		$19,800
25% of existing library director for supervision	$0	$15,000	$0
Summer college interns – 2 people @ $12/hr, 25 hrs per wk each, 10 weeks.	$3,000		$3,000

Note that LSTA funds will not replace local salary funds or match federal work-study funds. LSTA funds may be used to add hours to a part-time employee or hire a substitute

The "Total direct charges" line is the sum of the proceeding lines. The "Indirect charges" line of the budget asks for any administrative charges or costs that will be incurred by the fiscal agent. A copy of relevant portions of the Federally-approved indirect cost plan must be submitted with the grant application in order for indirect cost reimbursement from the LSTA grant to be approved. If you do not have a federally-approved indirect cost plan, you may claim up to 10% or less of LSTA costs.

If you plan multi-year project remember to estimate the grant funds anticipated to be needed in the future year(s) and indicate the amount(s) below the budget grid.

PART III: Project Narrative

The project narrative should present a complete and detailed description of the project. The LSTA Advisory Council evaluates grant applications substantially based on the information provided in the project narrative. The evaluation criteria is listed in the grant guidelines.
If submitting a digital collections proposal, please refer to Appendix H for the requirements and address all the requirements in this section.

A. Background of Applicant (describe the agency's ability to undertake this project)
This section might include:

• Experience in managing other programs or similar projects
• Location, size and resources of the applicant that impact the grant
• Unique qualifications of staff to undertake the project

B. Detailed statement of problem

You will need to answer the following:

- What is the problem that requires a solution?

- What evidence is available to document this problem? Use quantitative and qualitative information (Example: "According to the U. S. Census 2000, 12.2% of the county population is foreign born and does not speak English"). Cite your sources. Do not make unsupported assumptions.
- Who has the problem? To what extent does the problem exist?
- What is currently being done about the problem? Why does it not work?
- Why are local resources inadequate to solve the problem? (Example: "The local community college has a two-year waiting list for ESL program enrollment.")

C. Detailed statement of your solution. Indicate the goal, quantified objectives, and activities of your solution (include timeline)

In short, what is your proposed solution to the problem? Why is your proposed project the best solution?

Indicate the project goal, and the objectives that will be accomplished to reach the goal. The goal is a general statement about a desired outcome. You are motivated to do this project because you wish to change the knowledge, skills, ability, behavior, condition or life status for your target audience. The desired change(s) to your patrons are the outcome(s) of your project.

In describing your solution to the problem, these parts must be present:

GOAL

1. The goal should be a very short, broad, and general statement of the ideal change you wish to achieve. It directly addresses the problem in section 3.
2. The goal should indicate the overall impact on the target audience.
3. Some typical words used are “increase”, “decrease”, “reduce”, “improve”

Examples: Increase English literacy among tourism workers in XYZ place.

Improve at-risk children’s readiness for Kindergarten in ABC County.

OBJECTIVES

The objectives describe how the project will accomplish the major components of the goal.

Objectives should be SMART – Specific, Measurable, Achievable, Relevant and Time bound. The “specific” part indicates what will change and for whom. Verbs such as “increase,” “decrease,” “train,” and “provide” lead to specificity more than verbs such as support, partner and improve. Measurable implies a way to count results, such as “increase by 15%”, “decrease by 10%” etc. Achievable objectives reflect an amount of change or target that is possible within the timeframe of the grant. The target is set based on prior observation, talks with the target population, or best guess of the project planner.

Examples:

80% of 200 area hotel workers will know about ESL training through the library within four months of the start of the grant

By December 2015, 50% of 25 enrolled students will finish the 12 week training course.

75% of students are satisfied with their progress at the end of the grant period.

ACTIVITIES

Objectives are accomplished by several activities. These activities may be presented in the form of a project timeline.

Examples:

Activities that might meet the objective "80% of 200 area hotel workers will know about ESL training through the library within four months of the start of the grant" could be:

- Design flier for new program, meet with local hotel managers and hotel housekeepers
- Provide fliers in Russian, Spanish, Tagalog and post in city grocery stores, laundromats, as well as churches serving those language groups.
- Meet with local immigrant services groups monthly to help spread word.
- Work with hotel managers to have volunteers meet their staffs and tell them about the program.
- Advertise on local radio stations.

A timeline should be included. State why particular activities, equipment, or methods are chosen. (For example: A grantee asked for a $5,000 digital camera when they are available in stores for much less. The grantee documented that the cheaper cameras would not have the capability to adequately produce the quality of image needed to address the goal and objectives). Describe the staffing needed, and attach either a proposed job description(s) or a resume if a staff member is doing the project. Be realistic about how much can be done, the time it will take, and which activities the organization can sustain after the grant funds are expended.

and/or % of workers with adequate score of ## on the TOEFL test in Learning Express Library (data source = Learning Express, self reporting)

- # and/or % of workers able to converse with volunteer practice group about directions, weather and numbers, and money (data source = native English speaker conversation group observation)

- # and/or % of workers able to use work-related vocabulary in practice conversations (data source = native English speaker conversation group observation, hotel manager observation)
- # and/or % of workers able to fill out application for assistant manager positions (data source = hotel manager observation)

D. Budget narrative

The project activities and budget description may be combined in one grid or list, if preferred. Remember to include any funds needed to perform your outcome-based evaluation.

A well-prepared budget justifies all expenses and is consistent with the goal, objectives and activities. List all project personnel, travel, equipment, contractual services, and library materials necessary to do the activities that achieve the project objectives. Identify costs to be paid from LSTA, and those covered by local cash or in-kind contributions.. A cash contribution is the outlay of cash, either the grantee's or cash contributed to the grantee by third parties. An in-kind contribution is contribution of equipment, supplies, transportation services, staff or substitute time, office space, or other tangible resource, as distinguished from a cash grant.

(Example: "The project manager will devote 25% of her time to the project as an in-kind contribution"). An industry value for in-kind volunteer time can be found at: *http://www.independentsector.org/programs/research/volunteer_time.html.* This figure can be adjusted up or down based on the complexity of volunteer tasks.

Remember to indicate if personnel funds cover substitute hours, an increase to part-time hours, or a new position, as LSTA funds may not be used to replace local personnel funding. LSTA funds should not be used to match work-study funds.

Be sure to discuss how the project will continue after the grant ends.

E. Evaluation method and publicity

The Oregon State Library and the Institute for Museum and Library Services are implementing outcome-based evaluation. The intent is to show the impact of the project, not a count of items produced. For a short handy guide, see http://www.oregon.gov/osl/LD/Pages/resources/OBE/obe.aspx. If assistance is needed, please contact the Library Support and Development Staff.

OUTCOME-BASED EVALUATION

1. Evaluation should flow out of the goal and outcome(s) for the project
2. Remember that the reason for your project is to cause a change in your target population's knowledge, skills, ability, behavior, condition or life status. The change(s) are the outcome(s) of your project.
3. We ask that grant projects use an outcome-based evaluation method. You need to develop indicators, or measures, to gauge whether the project has an impact on the target audience that participates in your grant. For instance, attitudes can be measured through surveys. Changes in knowledge could be captured through pre- and post- tests. Behaviors could be captured through observations, photos, or surveys.

4. Include in your budget the funds your will need for printing, mailing, substitute labor for doing the work, facilitators for focus groups, or whatever your evaluation plan may be.

OUTCOMES

Example:

Outcomes that might meet the goal "increase English literacy among tourism workers in XYZ place" could be:

- 70% of 50 tourism workers in XYZ place will know English well enough to help register guests
- 30% to 50 tourism workers in XYZ place will be able to speak English with management well enough to qualify for assistant manger openings.

INDICATORS (MEASURES)

- # and % of workers with adequate score of ## on the TOEFL test in Learning Express (data source = Learning Express, self reporting)
- # and % of workers able to converse with volunteer practice group about directions, weather, numbers or money (data source + native English speaker conversation group observation)
- # and % of workers able to use work-related vocabulary in practice conversations (data source = native English speaker conversation group observation, hotel manager observation)
- # and % of workers able to fill out application for assistant manager positions (data source = hotel manager observation)

Publicity

Discuss briefly how the project will be publicized. LSTA may fund publicity of a LSTA-funded project, but not a library in general. The State Library will expect the project in post news or articles to statewide electronic mailing lists, such as libs-or, at a minimum. However should you choose to publicize the event, remember to acknowledge IMLS for the grant funds. Go to http://www.imls.gov/recipients/imls_acknowledgement.aspx or the State Library website, http://www.oregon.gov/osl/LD/Pages/lstagrantee.aspx#Sample_Promotional_Materials, for requirements and samples.

The grants guidelines give a detailed list of the criteria by which the Council will evaluate the applications. The criteria essentially tell you what information should be covered by the project narrative, or otherwise included in the grant application. Each section of the project narrative should be brief and to the point, while at the same time presenting the requested information in sufficient detail for the evaluators to make an assessment of the quality of the project plans.

PART IV: Certification of Application

1. Documentation of project support

   An authorized representative of all partners listed under Part I, line 12 must indicate by their signature that they have read the application and are committed to carrying out the project. Only original signatures will be accepted in Part IV. Applicants may submit multiple copies of this page, each with an original signature if they wish.

2. Children's Internet Protection Act certification
   Public libraries and public/school libraries or consortia including public library or school library members **must** check on of the options (a, b, or c) on the CIPA certification form. This form is certified by the signature for the whole proposal.

3. Certification of the grant applicant and/or fiscal agent (if different)
   The Grant Applicant may or may not have legal standing. If the Grant Applicant is part of a legally established entity, or a 501(c)3, then the Grant Applicant must have a legally established Fiscal Agent sign part 3e.

   The Fiscal Agent is the organization that will sign the LSTA contract with the State Library, and will administer the financial aspects of the grant. Normally, the Grant Applicant and the Fiscal Agent are one and the same. If they are different, please provide the requested contact information for the Fiscal Agent. An authorized official of the fiscal agent for the grant project must indicated by their signature that their agency in empowered and authorized to serve as fiscal agent, and is willing to adhere to all requirements for the administration of LSTA grants.

Appendix E
Continuing Grants Form
Library Services and Technology Act FFY2016

Use this form only if applying for continuing grant funding. This form is available for download in Word on our web site via: http://www.oregon.gov/osl/LD/Pages/LSTAcomp.aspx. Proposals not meeting the following conditions will be returned. The form must not exceed this cover page and two **single-sided** pages of proposal content. Use 12 point Times New Roman with one inch margins. Do not change the words on this form. The deadline for receipt of this proposal is **1:00 pm on Friday, April 15, 2016.**

General Information

Project Title:

Applicant:

Mailing Address:

Contact Person: Phone:

Email:

Fiscal Agent (if different than Applicant):

Authorized by: Title:

Signature: Date:

Project URL (if any):

PLEASE INDICATE THE ANTICIPATED LENGTH OF YOUR GRANT PROJECT:
(Check applicable boxes)

THIS IS THE ☐2nd YEAR OF A ☐TWO YEAR GRANT PROJECT
☐3rd YEAR OF A ☐THREE YEAR

For projects that are anticipated to continue another year, be sure to include an estimate of the future funds anticipated to be needed in the Section 4 budget discussion and Section 5 grid.

THIS IS PRIORITY ___ OF THIS AGENCY'S PROPOSALS.

GRANT DEADLINE: April 15, 2016 by 1:00 PM

Choose one of the following methods for submitting your application so it is date-stamped by April 15, 2016. Applications must include appropriate original, faxed, or digital signatures.

- Email: ferol.weyand@state.or.us
- Fax: 503-378-6439
- Mail: Oregon State Library, LSTA Grant, 250 Winter St. NE Salem, OR 97301

Project Proposal (insert your text after each section)

Section 1. Briefly describe the project. Indicate the overall goal and quantified objectives, and outcome(s) of the multi-year project.

Section 2. Describe the progress accomplished in the current grant year to date and justify the need for continued funding.

Section 3. Indicate the project goal for the next year. List the quantified objectives that will accomplish the goal. Describe briefly the activities that will be undertaken to meet each objective. Briefly indicate how you will evaluate the outcome(s) of this project. See instructions.

Section 4. Provide specifics about this proposed year's project's budget. Identify any additional resources obtained for the project.

Section 5. Proposed project budget summary (Use this format – do not alter it):
(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				$0
Benefits				$0
Travel				$0
Equipment				$0
Supplies				$0
Contractual				$0
Library Materials				$0
Total Direct Charges	**$0**	**$0**	**$0**	**$0**
Indirect Charges	$0	$0	$0	$0
Total Budget	**$0**	**$0**	**$0**	**$0**

Proposed third year LSTA amount: _____

Comments (optional):

Appendix F
Continuing Grants Instructions
General Instructions

The continuing grant proposal form is to be used to present a summary of your LSTA grant project and request the next year of funding. This form is available for download in Microsoft Word via the Library Support & Development Services, Oregon State Library website at: http://www.oregon.gov/osl/LD/Pages/LSTAcomp.aspx.

In order to ensure an equitable process, continuing grant proposals not meeting the following conditions will be returned. The form must not exceed this cover page and two **single-sided** pages of proposal content. Use 12 point Times New Roman with one inch margins. Do not change the words on this form. A Word or PDF copy of this form must be received at the State Library no later than **1:00 pm on Friday, April 15, 2016.** If this is the first year proposal for your project, use full grant proposal form in Appendix C.

General Information

Project Title
Enter the name of the proposed project. The name should be descriptive of the proposed project.

Applicant
Enter the full legal name of the applicant library, system or other agency. See the Grant Guidelines for information about eligible applicants.

Mailing Address
Enter the mailing address, city and zip code of the applicant. Please include the zip+4. See http://zip4.usps.com/zip4/ for assistance in finding the zip+4.

Contact
Enter the name of the person responsible for the proposal who may be contacted for further information or clarification. This person need not be the intended project manager or the library director. Correspondence about this proposal will be directed to this person.

Fiscal Agent (if different than Applicant)
Enter the name of fiscal agent organization. The Fiscal Agent has legal standing to accept federal funds. If the applicant(s) do not have legal standing, the contract would be made with the fiscal agent who does. For example: City of Scio (on behalf of the Linn Library League).

Authorization
The proposal must be signed by a person officially authorized in the applicant's governing body or their fiscal agent to submit a proposal for federal grant assistance.

Project URL

If the project has a website for public use, please give the web address.

Length of Grant Project

Please indicate in this section of the project proposal the anticipated duration of the proposed project by checking the applicable box or boxes. See the Grant Guidelines for information about length of grant project.

Priority

The LSTA Advisory Council has requested that libraries submitting more than one grant proposal indicate the priority of each proposal submitted. Use numbers (1, 2, 3, etc.) to indicate relative priority (1st priority, 2nd priority, etc.) when submitting more than one proposal. If only one proposal is being submitted, answer "n/a".

Project Proposal Sections

Section 1. Briefly describe the project. Indicate the overall goal and quantified objectives, and outcome(s) of the multi-year project.

Briefly describe the project to refresh the Council's memory, and recap the goal for the multi-year project, the quantified objectives, and outcome(s) expected to be met by the end of the entire project.

Section 2. Describe the progress accomplished in the current grant year to date and justify the need for continued funding.

Indicate progress already made in activities and goals, as well as items anticipated to be done in the next few months. Indicate why the project will require further work and financial support in the next year.

Section 3. Indicate the project goal for the next year. List the quantified objectives that will accomplish the goal. Describe briefly the activities that will be undertaken to meet each objective. Briefly indicate how you will evaluate the outcome(s) of this project.

Remember that you are working on a solution in response to a community problem you identified in a previous grant application. Remember to scale the goal and objectives to fit the capacity of your organization.

The goal is a general statement about a desired outcome that relates to the identified community problem. You are motivated to do this project because you wish to improve the knowledge, skills, ability, behavior, and condition or life status for your target audience. The desired change(s) is (are) the outcome(s) of your project.

List the objectives, which are how the goal will be achieved. The measurable objectives support the overall goal and outcome(s) and describe an increment of what will take place in a definable time frame (e.g. month, week, quarter, etc.)

Describe briefly the activities that will be undertaken to meet each objective.

Briefly indicate how you will evaluate the outcome(s) of this project. Each outcome you intend to address needs to be evaluated. Indicate how you will measure the change in the target population that the project serves. Possible evaluation methods include surveys, observations, photographs, patron comments or more. If you have difficulty in writing goals, objectives, or outcomes please contact Ann Reed for help at 503-378-5027.

In describing your ongoing solution to the problem raised in the first year's proposal, these parts must be present:

GOAL

The goal should be a very short, broad, and general statement of the ideal change you wish to achieve. It directly addresses the problem raised in the initial grant proposal.

Examples: Increase English literacy among hotel workers in XYZ place so they can be more employable

Improve at-risk children's readiness for Kindergarten in ABC County

OBJECTIVES

1. The objectives describe how the project will accomplish the major components of the goal.

2. Objectives should be SMART – Specific, Measurable, Achievable, Relevant and Time bound. The "specific" part indicates what will change and for whom. Verbs such as "increase," "decrease," "train," and "provide" lead to specificity more than verbs such as support, partner and improve. Measurable implies a way to count results, such as "increase by 15%", "23 people will finish" etc. Achievable objectives reflect an amount of change or target that is possible or desirable within the timeframe of the grant. The target is set based on prior observation, talks with the target population, or the best guess of the project planner.

3. Your project should have a sufficient number of objectives to cover the major aspects of the project as expressed in the budget.

Examples: 80% of 200 area hotel workers will participate in ESL training through the library within four months of the start of the grant.

By December 2015, 50% of 25 enrolled students will finish the 12 week training course.

75% of students are satisfied with their progress at the end of the grant period.

80% of families with at-risk children in the Twilight neighborhood will know about the library's reading readiness grant by December 2015.

Three libraries will adapt services to meet the special needs of families with at-risk children within six months of start

ACTIVITIES

Objectives are accomplished by several activities. These activities may be presented in the form of a project timeline.

Examples:

Activities that might meet the objective "80% of 200 area hotel workers will know about ESL training through the library within four months of the start of the grant" could be:

- Design flier for new program, meet with local hotel managers and hotel housekeepers
- Provide fliers in Russian, Spanish, Tagalog and post in city grocery stores, Laundromats, as well as churches serving those language groups
- Meet with local immigrant services groups monthly to help spread word
- Work with hotel managers to have volunteers meet their staffs and tell them about the program
- Advertise on local radio stations
- Hire a native speaker of another language to do outreach

EVALUATION

1. The process you select for your evaluation should flow logically from the goal and outcome(s) for the project.

2. Remember the reason(s) you have chosen to do your project. The goal of your project is to cause a change in your target population's knowledge, skills, ability, behavior, condition or life status that will benefit them – make a difference in their lives. These change(s) are the outcome(s) of your project.

3. We require that grant projects use an outcome-based evaluation method. You need to develop indicators, or measures, to gauge whether the project has an impact on the

target audience that participates in your grant. For instance, attitudes can be measured through surveys. Changes in knowledge could be captured through pre-and post tests. Behaviors could be captured through observation, photos, or surveys.

4. Include in your budget the funds you may need associated with your evaluation plan, such as funds for printing questionnaires, mailing surveys, hiring substitute labor for doing activities associated with evaluation, facilitators for focus groups, or whatever your evaluation plan may be.

   The Oregon State Library and the Institute for Museum and Library Services are implementing outcome-based evaluation. The intent is to show the impact of the project, not a just count of items produced or people trained. For a short primer in outcome-based evaluation, see http://www.oregon.gov/osl/LD/Pages/resources/OBE/obe.aspx. For a longer course in OBE, see http://www.shapingoutcomes.org/course/index.htm. If assistance is needed, please contact the Library Support and Development Services staff.

OUTCOMES
Example:
Outcomes that might meet the goal "Increase English literacy among hotel workers in XYZ place." could be:

- 70% of 50 hotel workers in XYZ place will know English well enough to help register guests
- 30% of 50 hotel workers in XYZ place will be able to speak English with management well enough to qualify for assistant manager openings.

INIDICATORS (MEASURES)

- # and/or % of workers with adequate score of ## on the TOEFL test in Learning Express (data source = Learning Express, self reporting)
- # and/or % of workers able to converse with volunteer practice group about directions, weather and numbers, and money (data source = native English speaker conversation group observation)
- # and/or % of workers able to use work-related vocabulary in practice conversations (data source = native English speaker conversation group observation, hotel manager observation)
- # and/or % of workers able to fill out application for assistant manager positions (data source = hotel manager observation)

Section 4. Provide specifics about this proposed year's project's budget. Identify any additional resources obtained for the project.

A well-prepared budget justifies all expenses and is consistent with the goal, objectives and activities. All project personnel, travel, equipment, contractual services, and library materials are to be listed to do the activities that achieve the project objectives. Identify costs to be paid from LSTA, and those covered by local cash or in-kind contributions. Remember that it will be a year before funds are available, so allow for inflation where necessary. A cash contribution is the outlay of cash, either the grantee's or cash contributed to the grantee by third parties. An in-kind contribution is contribution of equipment, supplies, transportation services, substitute teacher pay, or other tangible resource, as distinguished from a cash grant. Contributors may also donate the use of space or staff time as an in-kind contribution.

(Example: "The project manager will devote 25% of her time to the project as an in-kind contribution"). An industry value for in-kind volunteer time can be found at: *http://www.independentsector.org/programs/research/volunteer_time.html*. This figure can be adjusted up or down based on the complexity of volunteer tasks.

Remember to indicate if personnel funds cover substitute hours, an increase to part-time hours, or a new position, as LSTA funds may not be used to replace local personnel funding. LSTA funds should not be used to match federal work-study funds.

If you plan a multi-year project remember to estimate the grant funds anticipated to be needed in the future year(s) and indicate the amount(s) below the grid in Section 5.

You may find it helpful to create a grid organized by categories in the budget summary and add notes.
Example:

Item	**Local Cash**	**Local In-kind**	**LSTA**
Personnel			
Half time tutor - $20/hr, 1040 hrs.	$1,000		$19,800
25% of existing library director for supervision	$0	$15,000	$0
Summer college interns – 2 bodies @ $12/hr, 25 hrs per wk each, 10 weeks.	$3,000		$3,000

You will want to briefly indicate how you will fund the project when the grant has ended.

Section 5. Proposed project budget summary

Use the format provided to list the total estimated project budget, subdivided by LSTA funds, local cash, and in-kind services. "Total direct charges" is the sum of the preceding lines. "Total indirect charges" asks for any administrative charges that must be charged to the grant project by the fiscal agent. Indirect charges may not exceed 6% of total direct LSTA funds requested and may only be claimed if an agency has a current Federally-approved indirect cost plan. The percentage charged of indirect costs cannot exceed the approved cost rate. If you do not have a federally-approved indirect cost plan, you may budget an amount for payroll services or other administrative services as a direct cost. This direct cost is based on an estimate of the work needed, not a percentage of the funds requested.

The proposed budget may be tentative. You may wish to revise the budget presented in the proposal following more refined planning for the full grant application. If there are significant changes, be sure to justify them in the full application.

Comments (optional): Any information you wish to add that will aid the Advisory Council in reviewing your application.

For questions regarding these instructions, contact Ann Reed, Federal Programs Coordinator, at (503) 378-5027 or *ann.reed@state.or.us*.

Appendix G
LSTA FULL PROPOSAL EVALUATION CRITERIA

1. Problem / Need
   (a) Description of problem / need.
   (b) Explanation of inadequacy of current responses.
   (c) Explanation of how these needs and responses were assessed.
   (d) Evidence of consideration of alternative solutions and the basis for their rejection.
   (e) Description of how the proposed project will respond to the needs identified.
   (f) Evidence of need documented in letters of support.

2. Goal
   (a) Clear statement of proposed project goal that clearly relates to identified needs.
   (b) Relevance of project to LSTA Five-Year Plan.
   (c) Project objectives are measurable and clearly related to the goal.
   (d) Additional advantages of proposed project (innovation, demonstration, other).
   (e) Objectives can be used for outcome-based evaluation.

3. Scope
   (a) Clear statement of which libraries/service agencies are to be involved and how. If applicable, a statement of the number of persons targeted by the project.
   (b) Ability of grantee to manage size and type of grant.
   (c) Potential for utilizing project results in other projects: Fair, good, excellent.
   (d) Significance of the project concept for library development in Oregon: fairly important, very important, crucial; significant due to proposed innovation.
   (e) Evidence of community involvement and collaboration in letters of support.

4. Budget
   (a) Appropriate and justified in meeting objectives.
   (b) Local cash and in-kind support fully documented.
   (c) Cost is appropriate to the service outputs proposed.
   (d) Includes any costs for OBE evaluation.

5. Staffing
   (a) Qualifications of project manager specified.
   (b) Project staffing is appropriate.
   (c) Staff training described, if needed.

6. Plan of Operation
   (a) Timeline provided specifying when critical events must be completed and their relationship to the project.
   (b) Timeline is realistic to 12 months.
   (c) Organization chart or narrative is provided that describes the relationship of project staff to one another and to the project management structure.
   (d) A description of facilities, equipment, and/or library materials needed for the project is provided, along with a method of procurement: in-kind contribution, lease, or purchase.
   (e) A description of the method of reporting project status to the applicant's governing authority is provided.
   (f) Activities for meeting measurable objectives are clearly stated and feasible.
   (g) Feasible plan to sustain improvements to library service.

7. Plan for Evaluation
   (a) Measurable objectives are provided.
   (b) Methods of measuring performance are reasonable and adequate.
   (c) Adequate plan for publicizing the results of the project is provided.
   (d) Adequate plan for outcome-based evaluation.

8. Digital Collection Proposals
   (a) Proposal included a clear scope statement of what will be in the digital collection
   (b) Project involved collaboration among cultural institutions
   (c) Project involved materials about Oregon places or heritage
   (d) Proposal indicated ALCTS Guidelines were consulted and applied to the project
   (e) Proposal provides information about the metadata schema to be used
   (f) Metadata standard used is a recognized in the ALCTS guidelines
   (g)Proposal indicated required metadata elements will be created for project
   (h)Proposal indicated method in which metadata created for project will be accessible/harvestable
   (i)Proposal included plan for long-term access and preservation of digital materials
   (j)Proposal indicated plan for digital materials' public availability
   (k)Proposal showed evidence of research conducted on copyright, ownership, privacy and cultural concerns related to digital materials
   (l) Proposal included plan for creating "lessons learned" document with final report
   (m)Proposal included plan for publicizing project after completion
   (n)Proposal indicated method for gathering and reporting usage statistics for the grant year and after

Appendix H

Digital Collection Project Proposal Requirements

Requirements:

Proposals **must** include a clear scope statement. Projects that demonstrate collaboration among cultural institutions or involve material about specific Oregon places or themes related to Oregon's heritage will be given priority. In this context, cultural heritage collections are defined as follows:

> **A cultural heritage collection is a legacy of artifacts and intangible attributes of a group or society inherited from the past, and preserved and interpreted and explained by experts and made available online for future people. Includes architecture, books, art, or artifacts.**

Proposals involving the creation and preservation of digital objects **must** show evidence that the ALCTS Minimum Digitization Capture Recommendations (http://www.ala.org/alcts/resources/preserv/minimum-digitization-capture-recommendations) have been consulted and applied to the project.

The digital materials in the proposal **must** be described according to a recognized standard metadata schema appropriate for the materials. Consult Appendix II of ALCTS Minimum Digitization Capture Recommendations (http://www.ala.org/alcts/resources/preserv/minimum-digitization-capture-recommendations#appendix_ii) for information about standard metadata schema. At a minimum, the following metadata elements must be included:

- Unique identifier
- Rights Statement (according to standard (http://pro.europeana.eu/share-your-data/rights-statement-guidelines))
- Description or Title (at least one or the other, but may include both)
- Creator (if known)
- Date (if known)
- Place (if known)

The proposal **must** show evidence that the digital material's metadata is harvestable either by adhering to OAI-PMH protocols (http://www.openarchives.org/pmh/) or through the use of an open API (https://en.wikipedia.org/wiki/Open_API) .

Proposals **must** include a plan that describes institutional commitment to long-term access and preservation of digital materials. Proposals to digitize materials solely for short term exhibition purposes will not be considered.

The digital materials in the proposal **must** be publically accessible for free or display clear information about the public's right to use the material. Issues associated with copyright, ownership, privacy, and cultural concerns must be clearly addressed.

Upon completion, projects should be publicized among Oregon library and cultural heritage community. Plan for publicity should be included in the grant proposal.

Reporting:
In the final grant activity report describe the processes used, lessons learned and other information that could serve as "best practices" for other institutions.

- Provide web analytic reports that demonstrate use of digital material at least during the grant year.

Be sure these are evident in the body of the grant proposal:

- ✓ Proposal includes a clear scope statement of what will be in the digital collection
- ✓ Project involves collaboration among cultural institutions
- ✓ Project involves materials about Oregon places or heritage
- ✓ Proposal indicates ALCTS Guidelines were consulted and applied to the project
- ✓ Proposal provides information about the metadata schema to be used
- ✓ Metadata standard used are recognized in ALCTS guidelines
- ✓ Proposal indicates required metadata elements will be created for project
- ✓ Proposal indicates method in which metadata created for project will be accessible/harvestable
- ✓ Proposal includes plan for long-term access and preservation of digital materials
- ✓ Proposal indicates plan for digital materials' public availability
- ✓ Proposal shows evidence of research conducted on copyright, ownership, privacy and cultural concerns related to digital materials
- ✓ Proposal includes plan for creating "lessons learned/best practices" document with final report
- ✓ Proposal includes plan for publicizing project after completion
- ✓ Proposal indicates method for gathering and reporting usage statistics for the grant year and after

Recommendations of the Talking Book and Braille Advisory Council

Agenda Item

Recommendations of the Talking Book and Braille Library Advisory Council

Background and Summary

The Talking Book Advisory Council met on September 17, 2015 to discuss a recommendation made by the Talking Book Endowment Task Force.

A task force was convened to review the Talking Book Endowment Fund, both current policies and past history. During the 2015 Legislative session, ORS 357.195 (see Attachment #1) was amended to allow the Board to invest State Library Donation Fund moneys as provided in ORS 293.701 to 293.857. With this amendment, the Board is able to invest in the Oregon Intermediate Term Pool. The task force provided a recommendation to the Talking Book and Braille Library Advisory Council on investing in the Oregon Intermediate Term Pool. This recommendation was reviewed at their September 2015 meeting.

Recommendations of the Talking Book Advisory Council

The Talking Book Advisory Council recommends that 70% of the total endowment fund be transferred to the Oregon Intermediate Term Pool. They also recommended that the monies be left intact for a minimum of three years and that there is an annual review of the fund. Of as August 31, 2015, seventy percent of the endowment fund would be $1.3 million.

Recommendations of the State Librarian

The State Librarian concurs with the recommendations of the Talking Book and Braille Library Advisory Council.

July 1, 2015 Attachment #1
Legislative Action:
State Library Donation Fund

SECTION 23. ORS 357.195, as amended by section 20, Chapter 328, Oregon Laws 2015 is amended to read:

357.195. (1) The State Library Donation Fund is established in the State Treasure, separate and distinct from the General Fund. The following moneys shall be placed in the fund:

(a) Gifts and donation to the State Library;

(b) The interest, income, dividends or profits received on any property or funds of the State Library derived from gifts, legacies, devises, bequests, endowments or other donations;

(c) Other interest earned by the fund; and

(d) Any other moneys placed in the fund as provided by law.

(2) Moneys in the fund that are derived from profits, interest or other earnings traceable to a specific gift, legacy, devise, bequest, endowment or other donation shall be used in the same manner as the principal or corpus of the gift, legacy, devise, bequest, endowment or other donation.

(3) Moneys in the fund, including moneys in the Talking Book and Braille Library Endowment Fund subaccount if established pursuant to subsection (5) of the section, may, at the discretion of the State Library board, be invested as provided in ORS 293.701 to 293.857.

(4) The State Treasurer shall credit monthly to the fund any interest or other income derived from the fund or the investing thereof.

(5) The board may establish a Talking Book and Braille Library Endowment Fund as a subaccount of the State Library Donation Fund.

(6) Moneys in the State Library Donation Fund are continuously appropriated to the State Library for use by, and support and maintenance of, the State Library. Claims against the fund shall be approved and warrants issued in the manner provided by law.

Talking Book and Braille Endowment

Agenda Item

Talking Book and Braille Endowment

Background and Summary

In August, a task force met to discuss the future of the Talking Book and Braille Endowment Fund. A recommendation for investing came out of that discussion and is being presented to the Board at this meeting. Next steps, including a policy and procedure, need to be developed.

2015-2016 Ready to Read Grant Appeal

Agenda Item

Appeal of Staff Decisions on Ready to Read Grant Awards

Background and Summary

Libraries may appeal the proposed allocation of grant funds for a Ready to Read Grant after the Library staff has reviewed the applications and sent out a list of proposed grants based on the staff review. The list of proposed grants will be distributed to libraries in early October, 2015.

The Oakridge Public Library will not be on the list of proposed grants because the State Library had not received their application by the deadline. The Oakridge Public Library has submitted the application and a letter (attached) explaining why a grant was not submitted by the August 31, 2015 deadline.

The appeals process contained in OAR 5443-040-0035 state that if an appeal "cannot be resolved within 15 days of receipt, the matter will be scheduled for a public hearing and an order of the Board."

Sheri Cameron, Volunteer Coordinator
PO Box 1410, Oakridge, OR 97463
Voice: 541-782-2258 TDD: 541-782-4232 Fax: 541-782-1081
Email: oakridgelibrary@ci.oakridge.or.us

Website: ci.oakridge.or.us

September 23, 2015

Dear MaryKay Dahlgreen,

I am requesting a review of our grant application from the State Library board with this letter of Appeal from the Oakridge Public Library.

I have been in contact several times with Ferol Weyland and Katie Anderson concerning the Ready to Read Application. I honestly do not know what happened to the application. I completed the application on Monday, August 24th. On Tuesday morning, August 25th, I met with Louis Gomez, our City Administrator (authorized government official for applying for grants) to get his signature on the application. I immediately put the application in an envelope that I had already addressed and set it with the outgoing mail in City Hall. This application was never received at the State Library.

I regret that I did not fax the application, but I did not feel a concern about the grant arriving with a date-stamp by August 31. The Oakridge Public Library is next door to City Hall. We do not have fax capability in the library. On Sunday, August 30 I read the email that Ferol had sent to all the libraries (sent August 27) reminding them of the due date and alerting us that she had not received the grant. I replied to her with the date that I had mailed the application and was certain it would be there soon. On Monday the 31st (and the deadline) Ferol sent an email suggesting that I Fax a copy (just to be certain of its arrival). I did not work at the library that day and by Tuesday when I did come to the library the deadline had passed. The Oakridge Library is run entirely by Volunteers. I am the only paid employee with ten hours per week to manage the volunteers and day-to-day operations and schedules for the Library. I mention this, to demonstrate why I am not at the library daily, to read emails.

Oakridge is a small community with many of the school age children receiving free or reduced lunches. We know that many of these families are low-income. The Library and especially the Summer Reading Program are huge assets to this community. My children are grown and yet I remember how much they enjoyed summer reading programs when they were young. I want to appeal to each member of the State Library Board to reconsider our application. I have resent the application and it has been received. This was my first year working with the library and I was able to attend all but one of the Summer Reading Programs. The entire program was amazing! Both, the children and their parents had so much fun and commented on the how rewarding the program is for our community.

I take full responsibility for the missing application that never arrived in Salem, but I sincerely hope that you will realize that it will provide so much to so many, if you reconsider and award this grant to our small library.

Sincerely,

Sheri Cameron

2016 Ready to Read Grant Application
Due August 31, 2015

SEP 22 2015

Library's **LEGAL** name:	County in which library resides:
Oakridge Public Library	Lane
Alternate library name:	
Library's **MAILING** address: P.O. Box 1410, Oakridge, OR 97463	

Library director's name: Sheri Cameron
Email address: oakridgelibrary@ci.oakridge.or.us
Phone number: 541-782-2258 ext.230

Key contact's name (if not director): Christine Slaven
Key contact's position/job title: Summer Reading Program Coordinator
Email address: christinemslaven@gmail.com
Phone number: 541-510-3107

All library directors and key contacts will be subscribed to the Ready to Read email list to receive grant deadline reminders and other information regarding the grant. If you would like additional members of your staff who are involved in your library's grant project to be subscribed to this email list, please list them here.

Name:	Email address:

Please check the box next to the project(s) you are applying to fund with this grant.

- ☒ Early literacy: complete and submit pages 3-5
- ☒ Summer reading: complete and submit pages 6-8

Complete and submit to the State Library page 1, page 2, and the pages of the application related to the project(s) you are applying to fund with this grant.

SUBMIT APPLICATIONS BY AUGUST 31, 2015

Choose one of the following methods for submitting your application so it is date-stamped by August 31, 2015. Applications must include appropriate original, faxed, or digital signatures.

- Email: ferol.weyand@state.or.us
- Fax: 503-378-6439
- Mail: Oregon State Library, Ready to Read, 250 Winter St. NE Salem, OR 97301

CERTIFICATION OF READY TO READ GRANT APPLICATION

To the best of our knowledge, the information on this application is correct. We certify that, when the Ready to Read grant is received, grant funds will supplement the library's budget from local sources to establish, develop, or improve public library early literacy services for young children 0-6 years old and/or the statewide summer reading program for youth 0-14 years old.

Library director's name: Sheri Cameron	
Library director's signature: Sheri R. Cam	Date: 8/25/2015
Name of local government official authorized to apply for grants: Louis Gomez	
Local official's title: City Administrator	
Local official's signature:	Date: 9-16-15

STATE LIBRARY USE ONLY			
Yes	No	The applicant described activities that will help youth achieve the outcomes specified in this grant.	
Yes	No	No SRP activities	The applicant will use the statewide summer reading program.
Yes	No	Everything listed in the budget is described in the application.	
Yes	No	The applicant submitted a complete application, with the required signatures, and date-stamped by August 31, 2015.	

EARLY LITERACY PROJECT PROPOSAL (BIRTH-6 YEAR OLDS)

Grant-funded early literacy projects strive to achieve the following two outcomes:

- ✓ Young children develop the six early literacy skills by the time they start kindergarten.
- ✓ Adults enjoy reading, singing, talking, writing, and playing with their young children regularly to help them develop early literacy skills.

1. Describe the grant-funded early literacy activities your library plans to implement to achieve these two outcomes.
   We will use the grant to provide additional books to the Head Start reading program, where volunteers read weekly through-out the school year with youth 3-6 years of age. The library will provide books that children can take home and add to their personal library.

   We will also obtain some books and supplies for two small groups, led by a volunteer. These groups meet weekly at the library for children 0-2 (lap-sit) and for those 3-5 years. Parents and children meet at the library and enjoy books, songs and crafts.

   The above projects are on-going, but we would like to expand this SRP program in the summer. Two proposals are to; add another week or two (currently five weeks) to the SRP, and to combine the SRP with the Summer Food Program.

2. Do the activities you described above include early literacy training? Read the attached definitions sheet to find out what is considered early literacy training.
   - ☒ Yes
   - ☐ No

3. Do the activities you described above include outreach? Read the attached definitions sheet to find out what is considered outreach.
   - ☒ Yes
   - ☐ No

4. Do the activities you described above support a partnership project? Read the attached definitions sheet to find out what is considered a partnership.
   - ☒ Yes
   - ☐ No

5. What changes related to early literacy skills do you hope to see young children make as a result of participating in the activities you described above?
   We have found during the summer months, when the SRP is inviting youth and their parents to the library, that we have increased use of library materials and both adults and children become members of the library, often for the first time. For the Head Start program, we promote the library by providing; books for children to start a home library,

reading material for the volunteers and we include a field trip to the library each spring. We have found that adults have not been to the library in many years, and some have never become a patron. Our hope is that with encouragement from our volunteers, the adult/parent will feel comfortable and will bring their children to the library for books, videos, and programs. Even with all the electronics available for today's youth, if we get them into the library, they will become excited about reading and having the opportunity to check out books.

6. What changes related to reading, singing, talking, writing, and playing with their young children do you hope to see adults make as a result of participating in the activities you described above?
   Especially with the weekly parent/child lap sit and story time, the parents have the opportunity to read, look at pictures, visit the library, play games that teach children counting, colors, responding, etc. Some of these babies are only six months old. Each week varies, but books are always included. Some weeks the children listen to the parent sing or chant, and other times they are encouraged to clap or sway with the music. Not every parent was raised learning these activities. These weekly sessions give them ideas of fun activities they can use daily with their young child.

7. Check the box next to one or more method you plan to use to evaluate whether or not young children and adults make the changes you hope to see. Read the back of the attached definitions sheet to learn more about these evaluation methods.
   - ☐ Interview
   - ☒ Observation
   - ☐ Survey

8. How many people do you estimate will participate in your grant-funded early literacy project activities?
   _____ N/A (We aren't doing a project in which people will attend a program or participate in an activity.)
   ___30 __Birth - Preschool (includes Head Start, Lap-sit and Story time)
   _____ Kindergarten - 3rd grade
   _____ 4th grade - 5th grade
   _____ 6th grade - 8th grade
   _____ 9th grade - 12th grade
   _____ Total birth - 12th grade youth
   ____15___ Adults
   _____ % of birth - 12th grade youth who participating with an adult

9. How will you collect the above participation data when you implement your project?
   - ☒ Sign-up/registration forms

- [x] Head counts at programs and staff will make best guess about age
- [ ] Survey/completed activity log
- [ ] Other, please explain

EARLY LITERACY PROJECT BUDGET

	List things necessary for implementing your Ready to Read project	Amount of **Ready to Read** funds used to pay for this	Amount of **Library Budget** used to pay for this	Amount of **other sources** used to pay for this	**TOTAL**
Library Staff	Volunteers				
Materials for Circulating Collection	Books, Art materials, Puppets,		$100	Donations	$100
Equipment, Furniture, and/or Fixtures					
Contracted Programs					
Incentives	Books marks, stickers, small toys	$100			$100
Other					
TOTAL		$100	$100		$200

SUMMER READING PROJECT PROPOSAL (BIRTH-14 YEAR OLDS)

Grant-funded summer reading projects strive to achieve the following outcomes:

- ✓ Youth maintain or improve their literacy skills over the summer.
- ✓ Youth demonstrate their love of reading and learning by choosing to engage in these activities during their free time.
- ✓ Adults enjoy spending time engaging in literacy activities with youth regularly to help them develop literacy skills.

1. Describe the grant-funded summer reading activities your library plans to implement to achieve these three outcomes.
   Each week, for several weeks during the summer months we provide an opportunity for children K-8th grade to check books in and out of the library, participate in group reading, listen to a guest speaker read books, learn about the library, invite guests who provide information on the SRP theme (2015 Hero's), bring in guest entertainment (this year a puppeteer and donkeys), provide a meaningful display (museum), and include a nearby field trip.

2. Do the activities you described above include outreach? Read the attached definitions sheet to find out what is considered outreach.
   - ☒ Yes
   - ☐ No

3. Do the activities you described above support a partnership project? Read the attached definitions sheet to find out what is considered a partnership.
   - ☐ Yes
   - ☒ No

4. What changes related to maintaining or improving literacy skills do you hope to see youth make as a result of participating in the activities you described above?
   We hope to see more young people visit the library and to continue reading throughout the summer months and beyond. Our program also includes participation from parents. We hope to encourage the parents to visit the library on a regular basis with their children.

5. What changes related to developing a love of reading and learning do you hope to see school-age youth make as a result of participating in the activities you described above?
   Our hope is that youth will find books that excite them and they will seek books that can provide fun, learning and exploration. The more a child reads, the more likely they will develop an interest in the world around them and learn how much books can provide the information they are interested in.

6. What changes related to engaging in literacy activities with their youth do you hope to see adults make as a result of participating in the activities you described above?
   Provide a comfortable environment for the adult when visiting the library. As the adult sees the enjoyment their child is having in books, they will want to continue to bring the child to the library to check out additional books.

7. Check the box next to one or more method you plan to use to evaluate whether or not youth and adults make the changes you hope to see. Read the back of the attached definitions sheet to learn more about these evaluation methods.
   - ☐ Interview
   - ☒ Observation
   - ☒ Survey

8. How many people do you estimate will participate in your grant-funded summer reading project activities?
   _____ N/A (We aren't doing a project in which people will attend a program or participate in an activity.)
   ____2__ Birth - Preschool
   ___20__ Kindergarten - 3rd grade
   ___10___ 4th grade - 5th grade
   _____ 6th grade - 8th grade
   _____ 9th grade - 12th grade
   _____ Total birth - 12th grade youth
   ___15___ Adults
   ___50___ % of birth - 12th grade youth who participating with an adult

9. How will you collect the above participation data when you implement your project?
   - ☒ Sign-up/registration forms
   - ☒ Head counts at programs and staff will make best guess about age
   - ☐ Survey/completed activity log
   - ☐ Other, please explain

STATEWIDE SUMMER READING PROGRAM PROJECT BUDGET

	List things necessary for implementing your Ready to Read project	Amount of **Ready to Read** funds used to pay for this	Amount of **Library Budget** used to pay for this	Amount of **other sources** used to pay for this	**TOTAL**
Library Staff	Volunteers				
Materials for Circulating Collection	Books	$100	$150		$250
Equipment, Furniture, and/or Fixtures					
Contracted Programs	Programs from out of the area	$400			$400
Incentives SW Sheri 9/25/15	Prizes, bags, t-shirts, books	~~$500~~ 350			$500
Other	Publicity, End of program picnic	$50	$100		$100 $50
TOTAL		~~$1050~~ 900	$250		$1300

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Oakridge, OR 97463

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17 SEP 2015 PM 2 T

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Oregon State Library
Ready to Read
250 Winter St. NE
Salem, Or. 97301

97301$3950

Board Engagement Activity

Agenda Item

Board Engagement Activity

Background and Summary

In the planning process for the 2014-2017 State Library Strategic Plan, the Board agreed to create more opportunities for Board engagement. This activity is designed to provide information about the State Library that is important for Board members to be familiar with. It is suggested that Board members visit the State Library website prior to the meeting to familiarize themselves with State Library information.

http://www.oregon.gov/osl/Pages/2bdinfo.aspx
http://www.oregon.gov/osl/Pages/Quick-Reference-Information-for-Board-of-Trustees.aspx

HB 3523 Progress Report

Agenda Item

HB 3523 Progress Report

Background and Summary

HB 3523 was introduced by the Joint Ways and Means Committee during the 2015 Legislative Session and was passed by both the House and the Senate. The legislation will effect in January of 2016. This bill makes changes to the State Library Board and appointment of the State Librarian, as well as creating programs that will reduce duplication and increase efficiency.

Miscellaneous

Statesman Journal
August 27, 2015

DID YOU KNOW?

CORNELIA MARVIN PIERCE: A PIONEERING LIBRARIAN

Cornelia Marvin Pierce served as the Oregon State Librarian from 1905 until 1929. She was a pioneering librarian in a state still dominated by the pioneer spirit. "People wanted books," Pierce said. "The three free Public Libraries in Portland, Salem, and Eugene became a hundred or more during my time."

Cornelia Pierce

Cornelia Marvin was born in Monticello, Iowa, in 1873 and entered the library program at Chicago's Armour Institute of Technology in 1894, one of four such programs in the United States. A few years after completing her program at Armour, and serving in various library related endeavors in Illinois and Wisconsin, she moved to Oregon.

She traveled, often by team and wagon, with speakers from the office of J.H. Ackerman, Oregon State School Superintendent. She met with farm groups, teachers, clubs, and anyone else who would listen, encouraging support for the development of free public libraries. Pierce found that many smaller communities did not have the financial resources to support a public library, so she developed the concept of traveling libraries.

She pushed the Library Commission toward achievement of her goal; that is, the best books to the greatest number at the least cost. Her accomplishments included the development of the legislative reference service and suggested "helpful" readings related to current legislative issues, free loan of books by mail to individuals without a library, "debate libraries" made up of books suitable for school debating societies, and a vigorous campaign to improve the quality of children's literature in Oregon.

It is appropriate to remember with gratitude Cornelia Marvin Pierce and her determination to make "libraries the hub of the wheel of knowledge" for everyone.

— Salem Public Library

Driving Electronic Content Discovery and Usage: Collaboration – Part 1

Posted by Jan Snyder and Jennifer Maurer

As librarians, we feel privileged to have a very rich collection of Gale databases and eBooks at our fingertips to use with students and staff, at zero cost to us, through the Oregon State Library's Statewide Database Licensing Program. This allows for statewide access to a wide range of vetted information, on unlimited topics, for use by our patrons. These same databases are available at K-16 throughout Oregon, as well as at public libraries, for use by all state residents. In talking with librarian friends across the country, we know that we enjoy a benefit not available in many states.

Funding for the statewide databases comes from a Library Services and Technology Act (LSTA) grant. Another grant project was initiated some 15 years ago, when members of the Oregon Association of School Libraries (OASL) and Oregon State Library staff shared concerns about access to information literacy resources for students and teachers, as the number of licensed school librarians employed across the state declined. OASL applied for a LSTA grant from the State Library to create OSLIS, or the Oregon School Library Information System, and that has become a continuing statewide project. In addition to offering information literacy resources and citation generators in MLA and APA formats, OSLIS serves as the K-12 access point for the statewide databases.

Having statewide central access to the databases provides consistency for students as they move from elementary to middle school and then high school. It also means that students and educators served by school library staff who are not familiar with how to link directly to databases still have access to statewide resources.

The real value and power of these resources are unleashed when we, as librarians and educators, perform two vital actions: **collaborate** and **communicate**. In this two-part blog, we'd like to share exactly what we mean – from our own perspectives – starting with collaboration
(Watch for Part II — Driving Electronic Content Discovery and Usage: Communication in the coming weeks.)

Collaboration

Jan

Local Level – Digital Curriculum:
Even more than for research, one of the most rewarding and exciting ways we use the Gale databases and eBooks is in the creation of digital curriculum. The ability to meet classroom instructional and curricular needs is critical. Information changes continually, and learning standards change regularly. For example, Oregon City now focuses more heavily on digital curriculum in lieu of costly static textbooks. (While we are not a 1:1 district with students and computers, teachers use a projector and laptop in the classroom, with a handful of movable carts of computers at each building.)

Libraries must remain integral to the schools they serve. They are not just the living room of the house called a school, but the heart of all that happens with instruction. Database and eBook resources are used by staff and students to explain concepts, extend learning and understanding, and provide research resources. Digital curriculum is very accessible and flexible regardless of location or device. Digital resources have been vetted at the highest standards. Those resources,

combined with other district-purchased databases, provide the content to create the digital classes for teacher and student use. This easily updatable digital curriculum format allows "one-stop shopping" for staff and students for content. Classes in Oregon City are created through the Gale CLiC (Classrooms in Context) platform. (Other platforms would function well, too.)

The scope and sequence of units are listed in the left column of the page with each topic having links to specific content including articles at various reading levels, video clips, podcasts, charts, graphs, images, etc. This content is aligned with current state standards and incorporates the Common Core State Standards. We are currently working on Next Generation Science Standards and creating content to match the targeted student learning goals at each grade level.

The ability to scaffold information for classrooms needing a variety of reading levels, and different learning styles, is extremely helpful to both the students and teachers. As a "living, breathing" curriculum, content can easily be updated as information becomes available. In addition to Gale articles, we add video clips from Learn360, our video streaming database, articles from our World Book electronic encyclopedia, and, where appropriate, information from other databases, such as CultureGrams and Issues and Controversies in US History. Without the databases provided by the State Library, we would not have the funds available to purchase these additional products, which nicely round out our curriculum resources. This makes curriculum development very reasonable to districts and schools.

Jennifer

State Level – Gale Bookmarks in Graphic Organizers:
As the School Library Consultant at the Oregon State Library, I work closely with the OSLIS content team, an OASL committee, and I field questions and provide trainings about OSLIS. Besides offering trainings in school districts, we offer sessions at the annual OASL fall conference (both on OSLIS in general and specific Gale database sessions), and at non-library events such as a regional conference of the National Council of Teachers of English. As a result of building relationships with key staff at the Oregon Department of Education (ODE), I have been invited to present at some of their conferences, too.

A large part of my OSLIS training focuses on making sure library staff and teachers know about the Gale databases and how to access and use them. When I first started in this position, I concentrated on how the databases support research projects. Over time, I started emphasizing how database content supports day-to-day instruction. For example, because Common Core stresses close reading of informational text, I demonstrate how teachers can identify an article within Gale and add a bookmark link to it on an assignment sheet.

The New York Times blog, The Learning Network, offers some close reading graphic organizers. I converted the one called Double-Entry Chart for Close Reading from a PDF to a Google document so I could add a Gale bookmark; I made sure not to change anything else and to leave the credit information at the bottom. With the presidential race gearing up, I chose an article from *The Atlantic* called "Abraham Lincoln is an Idiot: The Difficulty of Recognizing Excellence in Its Own Time" (Gale document number A336489177) to demonstrate how high school social studies teachers could discuss current events in a historical context while also incorporating reading instruction. Check out the converted worksheet. The possibilities for this type of activity are limitless.

Source: http://blog.gale.com/driving-electronic-content-discovery-and-usage-collaboration-part-1/

About the Author

Jan Snyder has been a librarian for more than 40 years. As district librarian of her school district over the last 25 years, she has seen many changes–most of them exciting. She has a passion for curriculum development. When not creating digital curriculum content for teachers and students or facilitating her many libraries, she loves taking pictures, reading her Nook, and working with wool appliqué.

About the Author

Jennifer Maurer is the School Library Consultant at the Oregon State Library–not to be confused with the libraries at Oregon State University–where her primary responsibilities include working with OSLIS and the K-12 aspect of the statewide databases. Previously, Jen drove a bookmobile and was a teacher and a school librarian for a dozen years, split between Texas and Oregon. In her free time, she enjoys geocaching and traveling. This summer she was able to combine those interests by finding a geocache in Moscow's Red Square.

Where People Connect,
Communities Achieve

The following appeared in the September 24, 2015 Edge Newsletter (electronic) and is featured on the Edge Library website: http://www.libraryedge.org/toolkit/library_profiles

Edge Focuses Library's Community Outreach and Collaboration Goals

Baker County Library
Baker City, OR
Population: 16,000
Director: Perry Stokes

"The Edge Toolkit allowed us to compare where we're at with data from our peers, which we don't often get the opportunity to do. We compiled a list of our strengths and weaknesses, then took a look at where we were lacking and prioritized what we could do readily, in the short term and in the long term. Once we got prioritized and focused, it broke a big problem into more manageable pieces, which makes our work much easier."

- James White, IT Manager, Baker County Library

Serving a rural area with a small population in northeastern Oregon, Baker County Library District (BCLD) is a critical information hub for its communities. District operations are lean with six BCLD branches and a bookmobile running on a total budget of just under one million dollars. Keeping up with daily demands generally leaves little time for strategic planning or expansion of services, says Library Director Perry Stokes. However, BCLD is finding it easier to apply their Edge assessment data, along with other recommendations and resources from the toolkit, to developing an action plan for improving library operations and expanding community services.

IT Manager James White was wary of Edge when the Library was first introduced to Edge in 2014, but was quickly surprised by the comprehensiveness of the Edge Toolkit and the support it provides to libraries for making important improvements. Through Edge, BCLD was able to prioritize strengths and weaknesses into a cohesive technology action plan comprised of immediate, short and long term goals. Edge enabled the Library to efficiently identify services adopted by peer libraries and match them to Baker County's needs with a level of focus it had never experienced before.

As part of the short term objectives, the staff first improved internal operations to improve maintenance and documentation procedures. They obtained new technology management software to better track hardware and developed replacement schedules, moving away from paper forms to a digital assets and issues tracking system. BCLD also started conducting monthly staff trainings to increase staff knowledge and expertise about library technology to better serve and assist patrons. During these trainings, the Library takes a 'learn through teaching' approach where one staff member takes the lead on presenting a specific piece of technology to the rest

of the staff, ranging from an overview of a research database to providing software productivity tips.

This new, focused energy translated into greater outreach and collaboration with other libraries and community partners. According to White, the ability to compare BCLD results to their peers inspired them to look outside of their community. Networking with and learning from other libraries led them to reach out to local partners to implement these exciting new ideas.

“Edge made us aware of what’s going on around us,” said White. “Since we’re so rural, we don’t always have an idea of what’s cutting edge or what others are doing. Our library is a community center and they look to us for information on what’s happening outside of Baker City. We wanted to try and deliver those services to our patrons and be a role model for other small libraries in northeast Oregon.”

One of BCLD’s strongest outcomes is a growing partnership with the local school district. The Library began working with the principal of their local high school to institute a program for lending tablets and iPads to students both within and outside of the classroom.

BCLD also formed a makerspace committee, which identified middle-school aged children as an underserved age group in the community. BCLD’s success with the high school prompted the Library to reach out to a local middle school teacher who had begun directing maker activities at her school. They are now working with her to provide additional activities and workspace to enhance her curriculum in the fall of 2015.

In addition, BCLD developed a relationship with the high school’s Baker Technical Institute (BTI), a program designed to provide young people with valuable vocational and technical skills. Knowing that BTI has 3D printers and supports a number of active maker activities, the Library is working with the program leaders to mirror what they are doing with students and create their own makerspace in the library. Through this relationship they hope to not only offer this advanced technology to the community at large, but also employ BTI students as assistants, providing an opportunity for them to learn through teaching and fulfill volunteer service requirements for school.

For Baker County Library District, Edge opened a world of new possibilities where the sky is the only limit.

“The biggest benefit of Edge beyond the numbers is that prior to using Edge and reading about what others have done through Edge, we were just focused inward as a single entity,” said White. “Since using Edge I’ve been reaching out to other Edge libraries and organizations and we’re really big on partnerships. As the word gets out, we’re making more and more partnerships with people that are collaborating with us because we have the same goals. I’m really happy with the progress we’ve made.”

Correspondence

The family of

Clyde Mullin

acknowledges with deep

appreciation your kind

expression of sympathy.

It is not the length of life, but the depth of life.

- Ralph Waldo Emerson -

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Dear Andrea, Erich, Robin,

Thank you for attending & speaking at our father & father-in-law's memorial service. Your kind words were heart felt. Thank you for sending the lovely flowers.

Sincerely,

MIKE & LORAN MULLIN

From: King, Valery
Sent: Monday, August 24, 2015 8:26 AM
To: Darci Hanning; 'Kelly.most@state.or.us'
Cc: Filar Williams, Beth
Subject: RE: When do college students use Answerland?

Hi, Darci & Kelly,
Fantastic job on the number crunching! This is just what we needed, and I want to thank you so much for coming through for us so brilliantly ☺.
This might be of interest to other academics in Answerland. Do you think it should be posted in Answerland somewhere, or at the least on the mailing list? Especially after all the effort you went to to pull the data.
Thanks so much.
Valery
Valery King, associate professor
Government Information/Business Librarian
Oregon State University Libraries & Press

From: SANBLISE Marylou
Sent: Wednesday, August 26, 2015 9:27 AM
To: Jerry Curry
Subject: RE: Oregon State Library - Access Issues

Have not had any difficulty accessing eclips, but once again appreciate how helpful you are, Jerry. Thanks. You are the ideal librarian!

From: MaryKay Dahlgreen
Sent: Thursday, August 27, 2015 11:16 AM
To: Robin Speer; AllStateLibrary
Subject: RE: Thank You to staff...

I'd like to add my thanks to everyone for pitching in and to Robin for making this happen.
MaryKay

MaryKay Dahlgreen
Oregon State Librarian

From: Robin Speer
Sent: Wednesday, August 26, 2015 4:30 PM
To: AllStateLibrary
Subject: Thank You to staff...
Importance: High

I would like to acknowledge the participation of our divisions in providing a wonderful volunteer experience for our teen volunteer – Olivia. She began volunteering early in the summer and today is her final day before school begins.

I want to especially thank **Robby, Ferol, Erich, Jess**, and **MaryKay** for working together to provide Olivia with a quality experience. She was able to work in the stacks with the collections, collate materials for mailings, help with talking book

circulation and collections, perform office tasks, and assist the State Librarian. All of you extended a warm welcome and she told me how much she enjoyed every area she worked in and the people she was around. You did a fantastic job – Thank You!

I also want to thank those of you who were **open to opportunity** and offered to mentor Olivia about your particular job responsibilities. Those opportunities provided her with a well rounded experience of the State Library world and… who knows how that may shape her decisions about her educational future.

We wish Olivia well in her school year.

Robin Speer
Volunteer Program Coordinator
http://www.oregon.gov/osl/Pages/Volunteer_Lib.aspx
Oregon Talking Book and Braille Library Fund Development Coordinator
Oregon State Library

From: Smith Daniel V
Sent: Thursday, August 27, 2015 9:14 AM
To: Sara Belousek
Subject: RE: State Library Request - question

Thank you so much, I will follow your suggestions. I do appreciate you being so helpful.
Dan

From: Acker Timothy A
Sent: Tuesday, September 01, 2015 10:42 AM

To: Robin Speer
Subject: Thank you!

Robin:

Just a little note to say thank you to you and your staff for providing Olivia with a great experience this summer. In all our careers we have jobs and bosses that we look back on with particular fondness. I'm sure Olivia's stint at the State Library will be one of those for her. Thank you all again!

Best regards,

Tim Acker

From: CASTLE Jared B
Sent: Tuesday, September 01, 2015 9:51 AM
To: Jerry Curry
Cc: State Library Help; FULLER Thomas * ODOT
Subject: FW: [State Library eClips] August 21, 2015 eClips (Supplemental Edition)

My two cents:

I prefer the older format because source matters least for my needs. This format requires me to scroll up and down to match the bulleted headline with the link. Having the headline and link together saves me time.

I really appreciate this service. Our agencies use two other private vendors and neither give me as much Oregon-centric media as this service. Anything I can do to help make things better going forward, I'm happy to help.

Kind regards,

Jared Castle

From: MaryKay Dahlgreen
Sent: Tuesday, September 01, 2015 12:08 PM
To: AllStateLibrary
Cc: 'ALETHA'; Sue Leeson or Sam Hall; Ebonee Bell; Ann Malkin; Jennie Tucker; Leslie Hicks
Subject: Visit from National Library Service for the Blind...

I just finished talking with Pam Davenport, our consultant from NLS. Pam visits talking book libraries in the west and Midwest annually. She was here in Oregon on Monday and this morning. Her task is to talk with staff, Susan and me about our program. She will be providing a written report later but I wanted to share that she was very complimentary of our program and especially our staff when she and I talked this morning.

Thanks to the staff of Talking Book for your continued excellent work!

MaryKay

MaryKay Dahlgreen
Oregon State Librarian

From: Jennifer Maurer
Sent: Thursday, September 03, 2015 11:02 AM
To: AllStateLibrary; DARCEY David * DAS; BITTEL Jennifer
Subject: Compliment to Dave Darcey

Hi,

This morning when I was in the restroom on the first floor, a mom and her daughter came in. The little girl, who was between 6 and 8 years old, looked around and said, “Wow. This is very clean.” ☺

So true! Thanks, Dave, for keeping the State Library building in wow condition!

Jen

Jennifer Maurer
School Library Consultant
Oregon State Library

From: Meagan Green
Sent: Tuesday, September 08, 2015 5:35 PM
To: talkingbooks.info@state.or.us
Subject: Thank you

To All Narrators and Librarians,

I've been meaning to write for awhile and let you know how much I appreciate all your hard work. There are so many books being added all the time, and it's obvious there are many people working to get the NLS collection cataloged on BARD.

I am currently reading; The Imitation of Christ, by Thomas A Kempis which is in the Guideposts Treasury of Inspiration.
It is very interesting and amazing to read something so old and yet so understandable.

I have spent many hours enthralled in one story or another while doing things around the house, going for a walk or relaxing in bed. Thanks to everyone who is involved in the NLS!

Sincerely,

Meagan Green

From: Susan Bloom
Sent: Wednesday, September 09, 2015 10:08 AM
To: Ann Reed
Subject: Statistical Report

Hi Ann

I'm new to the Oregon library world having started at Jackson County Library Services in February. I will be helping with the Statistical Report this year and had a great time reviewing the FAQs on the website. I found them very helpful and am still chuckling about the answer on how to report books that were thrown out. Great answer.

Thanks for providing the detail. It is really helpful for someone like me who is working on the report for the first time.

All the best

Susan M. Bloom
Access Services Coordinator
Jackson County Library Services

From: Wells, Erin
Sent: Thursday, September 17, 2015 10:05 AM
To: Katie Anderson
Subject: RE: [Libs-Or] Resources: What can libraries do to better serve patrons with dyslexia?

Hi Katie,

I just wanted to thank you for sending all of this information is out about dyslexia. It's such a misunderstood condition, and I appreciate that you mentioned to forgive spelling errors and penmanship. My husband is severely dyslexic, and so many of these resources were not available to him when he was a child. I love that all this technology is available to help kids and adults with dyslexia now, and that you guys are getting the word out.

-Erin

From: Maureen Cole
Sent: Monday, September 28, 2015 3:45 PM
To: Jerry Curry
Cc: MaryKay Dahlgreen
Subject: RE: Libs-Or Moderator - Catching Many Posts

I do love my lists and am so grateful that we have tools like that to communicate so effectively. It's because they are so seamless that tells me you are doing an exceptional job. Make sure MaryKay sees this!! Oh wait, I'll just include her!!!

Maureen Cole

Library Director
Oregon City Public Library

From: Jerry Curry
Sent: Monday, September 28, 2015 3:42 PM
To: Maureen Cole <mcole@ci.oregon-city.or.us>
Subject: RE: Libs-Or Moderator - Catching Many Posts

Mo,

Appreciate the message.

You are as always, most welcome!

-Jerry

Jerry Curry
Reference Librarian
Oregon State Library
Salem, OR

From: Maureen Cole
Sent: Monday, September 28, 2015 3:31 PM
To: Jerry Curry; libs-or@listsmart.osl.state.or.us
Subject: RE: Libs-Or Moderator - Catching Many Posts

Thanks Jerry and thank for the number of times you have helped me out. You're doing a great job!
Mo

Maureen Cole
Library Director
Oregon City Public Library