

**CALIFORNIA STATE LIBRARY  
FISCAL YEAR 2015-2016  
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)  
PITCH AN IDEA GRANT APPLICATION**

**ELEMENT 1: BASIC INFORMATION** (please see application instructions for additional information)

**Applicant Information**

- |  |   |
|--|---|
| <p>1. <b>Library/Organization</b><br/>Mill Valley Public Library</p> <p>3. <b>Internet Web Site Address</b><br/>http://www.millvalleylibrary.org</p> <p>4. <b>Project Coordinator Name &amp; Title</b><br/>Katie MacBride, Young Adult Librarian</p> <p>6. <b>Business Phone Number</b><br/>415-389-4292 x 4727</p> <p>8. <b>Mailing Address</b><br/><b>PO Box or Street Address</b><br/>375 Throckmorton Ave.</p> | <p>2. <b>Library's DUNS Number</b><br/>798742529</p> <p>5. <b>Email Address</b><br/>kmacbride@cityofmillvalley.org</p> <p>7. <b>Fax Number</b><br/>415-388-8929</p> <p><b>City</b><br/>Mill Valley</p> <p><b>State</b><br/>CA</p> <p><b>Zip</b><br/>94941</p> |
|--|---|
9. **Check the Appropriate Library Type**
- |  |                                   |                               |                                     |  |
|--|-----------------------------------|-------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> Public Library | <input type="checkbox"/> Academic | <input type="checkbox"/> K-12 | <input type="checkbox"/> Multi-Type | <input type="checkbox"/> Special/Other |
|--|-----------------------------------|-------------------------------|-------------------------------------|--|

**Project Information**

10. **Project Title** MyCast
11. **LSTA Funds Requested** \$9,300
12. **Cash Contributions** \$0
13. **In-Kind** \$4,061
14. **Total Project Cost** \$13,361
15. **California's LSTA Goals** (*Check one goal that best describes the project*)
- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Literate California                       | <input type="checkbox"/> Content Creation/Preservation | <input type="checkbox"/> Community Connections           |
| <input type="checkbox"/> 21 <sup>st</sup> Century Skills           | <input type="checkbox"/> Bridging the Digital Divide   | <input type="checkbox"/> Ensuring Library Access for All |
| <input checked="" type="checkbox"/> 22 <sup>nd</sup> Century Tools | <input type="checkbox"/> Information Connections       |  |
16. **Number of persons served** (*The number of persons who use or will benefit directly from this project*) 45
17. **Primary Audience for project** (*Select all that apply.*)
- |  |  |
|--|--|
| <input type="checkbox"/> Adults  | <input type="checkbox"/> Pre-School Children               |
| <input type="checkbox"/> Families                                      | <input type="checkbox"/> Rural Populations                 |
| <input type="checkbox"/> Immigrants/Refugees                           | <input type="checkbox"/> School Age Children               |
| <input type="checkbox"/> Intergenerational Groups (Excluding Families) | <input type="checkbox"/> Senior Citizens                   |
| <input type="checkbox"/> Library Staff , Volunteers and/or Trustees    | <input type="checkbox"/> Statewide Public                  |
| <input type="checkbox"/> Low Income                                    | <input type="checkbox"/> Suburban Populations              |
| <input type="checkbox"/> Non/Limited English Speaking Persons          | <input type="checkbox"/> Unemployed                        |
| <input type="checkbox"/> People with Disabilities                      | <input type="checkbox"/> Urban Populations                 |
| <input type="checkbox"/> People with Limited Functional Literacy       | <input checked="" type="checkbox"/> Young Adults and Teens |
18. **This signature certifies that I have read and support this LSTA Grant Application.**

**Library Director Name:** Anji Brenner **Title:** City Librarian

**Mailing Address**  
(*if different from above*) 375 Throckmorton Ave **City** Mill Valley **Zip** 94941

**Library Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **ELEMENT 2: PROJECT BACKGROUND AND SUMMARY (please see application instructions for additional information)**

**Describe how this project was identified as a need, how it relates to your library's strategic plan, what will be accomplished if this project is implemented, and how you will know whether your project is successful. Summary should relate to activities in the timeline (Element 4) and include statistical info to support the project.**

Teenagers in Mill Valley value opportunities to express themselves creatively but don't always have the means to do so. In Mill Valley, the parents on teenagers--and the teenagers themselves--often become so preoccupied with high academic achievement that they become anxious, depressed, and seek destructive remedies for those feelings. In "The Price of Privilege," local therapist Madeline Levine discusses the culture that surrounds Marin County teens, and how it has worsened over the 25 years she has been a therapist in the County. Levine holds two culprits responsible for the suffering of her teenage clients: "1) an overwhelming pressure to achieve in school and 2) isolation from parents" (Steiner, 2014). Despite the pressure to excel academically, we at the Mill Valley Library have seen consistent enthusiasm and eagerness from teens when given the opportunity to express themselves creatively. For the past 5 years, an average of 10 high school students have attended weekly creative writing workshops at the Library. This opportunity to practice creative writing has led former workshop students to major in poetry and literature, and even prompted a few students to write their college essays about the workshop.

The MyCast program proposed in this grant not only addresses the creative needs of Marin teenagers but also seeks to improve intergenerational understanding. This need has also been clearly demonstrated, both in "The Price of Privilege", as mentioned above, and through the Library's yearly Teen Slam Poetry Competition. Every year, a dozen high school students write and perform their original poems in front of an audience of over 200. Year after year we have parents and other adults in the community say that the Teen Slam Poetry Competition is their favorite event because it allows them unique insight into the world of teenagers. They are often surprised and always pleased at how thoughtful, creative, and talented these young students are. The MyCast program will allow us to spread that kind of understanding to a broader community in Mill Valley and beyond.

MyCast is rooted in the belief that teens' voices should be heard. Through MyCast, teens will receive training in writing and editing content and using technology to put together a professional quality podcast from start to finish. They will each write and create stories using the technology, and then work together to edit their individual work into one podcast, mixing and editing sound, and then promoting and marketing their creation once it's available for download from the Library's website and from iTunes.

MyCast will encourage young people to find their passion, to talk about the stories that shape their world and to share them with a wider audience. The project has built in interest from participants in the Library's existing creative writing program, and will also engage other teens looking for a creative outlet. Participants will express their own stories, be they fiction, opinion, or poetry. Our experience has been that teens are eager to talk about the serious issues that define their lives: substance abuse, mental health issues, and academic pressures. In a community where the rate of substance abuse among teens is so high and academic pressures are so significant, we believe this creative outlet will be invaluable.

The writing and technological skills students will learn in the MyCast project will be essential for teenagers as they continue on to higher education and/or careers.

MyCast will encourage teens to express themselves individually and also support and collaborate with their peers. The collective and the individual will come together in one cohesive work that can be downloaded and heard anywhere in the world. Ideally, this will increase teens' confidence as well as influence how adult listeners of the podcasts perceive teens.

The MyCast Program proposed is similar in many ways to the award-winning Youth Radio program in Oakland, CA. Youth Radio teaches teens the fundamentals of broadcast journalism and encourages students to write, research and interview stories that they then read on the air. In response to Youth Radio receiving the President's Committee on the Arts and Humanities Award in 2012, participant Brandon McFarland said, "Youth Radio helped me turn my passions into a career path. I came to Youth Radio at age 17, an aimless high school student really into music that grew into a strong writer and artist with confidence and clear career goals in creative multi-media production." We believe the MyCast program will have similar benefits.

This project aligns with the Mill Valley Public Library's 2014-16 goals and objectives for teen services as follows: 1) offer teens opportunities to socialize outside their established "groups," connecting with peers through similar interests and experiential learning; 2) provide opportunities for intergenerational experiences; and 3) offer educational, creative, and experiential programming for teens that is not readily available to them through other outlets (school, etc.). [4]

[1] Steiner, Matt (2014). "The 'Price of Privilege' – An American Obsession with Achievement" <http://www.compassprep.com/the-price-of-privilege-an-american-obsession-with-achievement/>

[2] Carmona, Maria and Kathryn Stewart. (1996). "A Review of Alternative Activities and Alternatives Programs in Youth-Oriented Prevention" CSAP Technical Report No. 13. Washington, DC: Center for Substance Abuse Prevention/ Substance Abuse and Mental Health Administration/ Department of Health and Human Services. <http://www.dmhas.state.ct.us/sig/pdf/CSAPTechReport13.pdf>

[3] McFarland, Brandon (2012). "Youth Radio Honored At White House: A Young Artist's Reflection" <http://www.nahyp.org/blog/youth-radio-honored-at-white-house-a-young-artists-reflection/>

[4] "Library administration: new specific objectives for 2014-16." <http://www.millvalleylibrary.org/Modules/ShowDocument.aspx?documentid=13650>

**ELEMENT 3: PLANNING AND EVALUATION (please see application instructions for additional information)**

Please answer each area concisely and completely. **For section A-F limit to four pages.**

**A. Project Intent** (Check only one that best describes the project)

**Institutional Capacity**

- Improve the library workforce
- Improve the library's physical and technology infrastructure
- Improve library's operations

**Information Access**

- Improve users' ability to discover information
- Improve users' ability to obtain information resources

**Lifelong Learning**

- Improve users' formal education
- Improve users' general knowledge and skills

**Human Services**

- Improve users' ability to apply information that furthers their personal, family, or household finances
- Improve users' ability to apply information that furthers their personal or family health & wellness
- Improve users' ability to apply information that furthers their parenting and family skills

**Employment & Economic Development**

- Improve users' ability to use resources and apply information for employment support
- Improve users' ability to use and apply business resources

**Civic engagement**

- Improve users' ability to participate in their community
- Improve users' ability to participate in community conversation around topics of concern

**B. Project Purpose – Short statement which answers the questions: we will do what, for whom, for what expected benefit(s).**

Through MyCast, teens will receive training in writing and editing content and using technology to put together a professional quality podcast from start to finish. They will each write and create stories using the technology, and then work together to edit their individual work into one podcast, mixing and editing sound, and then promoting and marketing their creation once it's available for download from the Library's website and from iTunes.

The project will be conducted in three cycles. Each cycle will consist of 8 classes, as follows: writing and editing content, podcast recording and editing, and marketing the podcast & training interested students to instruct future cycles. There will be 10-15 participants in each cycle. We expect that project participants will: increase their writing and editing skills, as well as their technology skills, which will benefit them as they continue on to higher education and/or careers; that they will feel more confident in their writing abilities and technology aptitude, leading to greater creativity and self-esteem; and that participants will use the skills they've learned to continue a healthy focus on creativity and expression beyond the project.

**C. Anticipated Project Outputs – Measures of services and/or products to be created/provided.**

- 30-45 teens will participate..
- At least 4 participants from each of the first two cycles will volunteer to help with the subsequent cycle.
- 3 podcasts will be created and made available as a free download on the Library's website and iTunes.
- The podcasts will be downloaded a total of 400 times during the grant period.
- The library will experience at least a 20% increase in attendance for teen programs, as a result of the visibility of this project
- One free toolkit for libraries and other educational partners about creating a MyCast Program created and made available online
- The toolkit will be downloaded at least 100 times during the grant period.

**D. Anticipated Project Outcome(s) – What change is expected in the target audience's skills, knowledge, behavior, attitude, and/or status/life condition? How will you measure these outcomes? (for examples see attachment B of the application instructions)**

- 60% of participants will have increased writing and editing skills as well as a basic understanding of how to use podcasting technology (garageband, mics, etc.). This will be measured through participant and instructor evaluations at the end of each cycle.
- 60% of participants will feel more confident in their writing abilities and technology skills. This will be measured through direct (survey) feedback from instructors and participants.
- 60% of participants will feel more confident in the value of their own points of view and their creative abilities. This will be measured through pre- and post-surveys.
- 60% of participants will report that they will attend Library programs in the future, increasing the amount of time they are engaged in structured activity outside of school. This will be measured through a survey.

50% of individuals who download or stream the podcast and provide feedback will report that listening to the podcast offered them insight into the lives of teenagers they hadn't previously experienced. This will be measured directly via a feedback form on the various podcast repositories.

40% of participants will report (through surveys) that they discussed what they worked on in the MyCast program with an adult in their life.

**E. Briefly describe how this project will be financially supported in the future.**

We have consistent funding from our Foundation & Friends to support Library programming and we expect they will support this effort once it's underway. We envision our community partners also helping with the sustainability effort, for example the Mill Valley Community Center just received a \$50,000 grant from the Marin County Department of Health and Human Services to tackle issues around underage substance abuse and there may be an opportunity to collaborate with them on the MyCast program in the future.

**F. Activity Information. Activities are action(s) through which the intent or objective of a project are accomplished. Four activity types have been identified, each with select methods to help you describe how you will carry out this project. Indicate activity types that require a significant commitment of resources to the project (representing 10% or more of total project resources).**

- I.  **Instruction** - Involves an interaction for knowledge or skill transfer and how learning is delivered or experienced. *(Check all that apply and provide a description including whether the format will be in-person, virtual, or both)*
- Program - Formal interaction and active user engagement (e.g., a class on computer skills).
  - Presentation - Formal interaction and passive user engagement (e.g., an author's talk),
  - Consultation - Informal interaction with an individual or group of individuals (library staff or other professional) who provide expert advice or reference services to individuals, units, or organizations.

Description: We plan to have three cycles of the MyCast program, with 8 classes in each cycle. Classes will involve discussion about what makes a good story/possible story ideas; writing stories and group feedback; editing stories; practicing reading stories aloud and timing the pieces; introduction to podcasting technology; how to record a story using podcasting technology; recording a story and splicing it together with other stories, possibly adding music; and how to upload a completed podcast to iTunes and the Library's website. We will recruit/select instructors from an existing pool of candidates who have taught other podcasting and creative writing classes at the library, as well as from a broader network of their referrals. Teen participants will be recruited via class visits at the beginning of the school year (late August/early September, as well as through the library's publicity network (weekly e-newsletter, social media accounts, etc.), and selected on a first-come, first-serve basis. In addition to the formal classes, participants will receive more passive instruction from library staff about how to train interested students to instruct future cycles.

- II.  **Content** - Involves the acquisition, development, or transfer of information and how information is made accessible. *(Check all that apply and provide a description including whether the format will be physical, digital, or both)*
- Acquisition - Selecting, ordering, and receiving materials for library or archival collections by purchase, exchange, or gift, which may include budgeting and negotiating with outside agencies (i.e. publishers, vendors) to obtain resources. May also include procuring software or hardware for the purposes of storing and/or retrieving information or enabling the act of experiencing, manipulating, or otherwise interacting with an information resource.
  - Creation - Design or production of an information tool or resource (e.g., digital objects, curricula, manuals). Includes digitization or the process of converting data to digital format for processing by a computer.
  - Description - Apply standardized descriptive information and/or apply such information in a standardized format to items or groups of items in a collection for purposes of intellectual control, organization, and retrieval.
  - Lending - Provision of a library's resources and collections through the circulation of materials (general circulation, reserves). May also refer to the physical or electronic delivery of documents from a library collection to the residence or place of business of a library user, upon request.
  - Preservation - Effort that extends the life or use life of a living or non-living collection, the individual items or entities included in a collection, or a structure, building or site by reducing the likelihood or speed of deterioration.

Description: The participants in each of the three cycles will create their own stories and then edit them into a single podcast. Three podcasts will be completed in all. These podcasts will be uploaded to iTunes and other online repositories where they will be freely available for download by anyone in the world. We will also create a toolkit for other libraries to use for guidance in creating similar programs. This toolkit will be freely available via the Library's website.

III.  **Planning & Evaluation** - Involves design, development, or assessment of operations, services, or resources and when information is collected, analyzed, and/or disseminated. *(Check all that apply and provide a description)*

Retrospective - Research effort that involves historical assessments of the condition of a project, program, service, operation, resource and/or user group.

Prospective - Research effort that projects or forecasts a future condition of a project, program, service, operation, resource, and/or user group.

Description: Librarian facilitators will attend each class to supervise and evaluate the instructors and the success of the lesson plans. Additionally, students and instructors will surveyed following each cycle. Surveys will be created with assistance from Library staff who have taken courses on survey design and implementation and have experience in this area.

IV.  **Procurement** - Acquiring or leasing facilities; purchasing equipment/supplies, hardware/software, or other materials (not content) that support general library infrastructure. *(Provide a description)*

Description:

**ELEMENT 4: GRANT TIMELINE/ACTIVITIES** (please see application instructions for additional information)

Show each major project activity and when it will be started and/or completed throughout the project. The timeline should correspond to the activities described in Planning and Evaluation. Please put an X in each pertaining month.

Activity	2015/2016											
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Find instructors/purchase mics, etc.	X	X										
Develop promotional materials and promote program to potential students	X	X	X									
Plan and develop lesson plans and materials for creative writing portion.	X	X										
Cycle 1			X	X	X							
Cycle 2							X	X	X			
Cycle 3									X	X	X	
Create and finalize toolkit			X	X	X	X	X	X	X	X	X	X
Promote toolkit and podcast											X	X
Evaluation of classes, cycles, etc.			X	X	X	X	X	X	X	X	X	X

**ELEMENT 5: BUDGET** (please see application instructions for additional information)

The budget should clearly identify the amounts requested and from what sources. (please do not unlock the application form, if additional space is needed contact *Mickie Potter* at *mickie.potter@library.ca.gov*)

Budget Category	LSTA	Cash Contributions	In-Kind	Total
<b>Salaries/Wages/Benefits</b>				
Program development and management - YA Librarian	\$1,251	\$0	\$1,413	\$2,664
Outreach -- YA Librarian and PT Librarian	\$624	\$0	\$1,413	\$2,037
Toolkit creation -- YA Librarian	\$624	\$0	\$529	\$1,153
Program execution/facilitation (cycle 1) - YA librarian	\$0	\$0	\$494	\$494
Writing and Editing Content (cycle 1) - YA librarian	\$0	\$0	\$212	\$212
Program execution/facilitation (cycles 2 and 3) - PT Lib.	\$1,251	\$0	\$0	\$1,251
<b>Subtotal</b>	\$3,750	\$0	\$4,061	\$7,811

**Description:** Program dev. & management (finding & hiring instructors, evaluating & managing program), 80 hrs (40 hrs@\$31.31/hr (backfill) & 40 hrs@\$35.31/hr (YA Lib IK); Outreach (working w/schools & orgs to recruit & promote program), 60 hrs (20 hrs @ \$31.31 (PT librarian) & 40 hrs @ \$35.31/hr (YA Lib. IK); Toolkit: 35 hrs (20 hrs@\$31.31 (backfill) & 15 hrs@\$35.31/hr. (YA Lib. IK); Program ex./facilitation (monitoring instructors, logistics, quality, participant experience) 4 classes - 14 hrs@ \$35.31/hr (4 hrs setup & tear down) \*1st cycle taught/facilitated by YA Librarian; Writing & Editing content taught by YA Librarian (2 - 2 hr classes + 2 hrs setup & tear down - 6 hrs total) Program ex. /facilitation (Cycles 2-3) 6 classes - 40 hrs@\$31.31/hr (6 hrs setup & tear down)

<b>Equipment (\$5,000 or more per unit)</b>				
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
<b>Subtotal</b>	\$0	\$0	\$0	\$0

**Description:**

<b>Operating Expenses: Library Materials</b>				
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
<b>Subtotal</b>	\$0	\$0	\$0	\$0

**Description:**

<b>Operating Expenses: Consultant Fees</b>				
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
<b>Subtotal</b>	\$0	\$0	\$0	\$0

**Description:**

Budget Category	LSTA	Cash Contributions	In-Kind	Total (B+C+D = E)
<b>Operating Expenses: Travel</b>				
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
<b>Subtotal</b>	\$0	\$0	\$0	\$0

Description:

Operating Expenses: Supplies/Other	LSTA	Cash Contributions	In-Kind	Total
Microphones	\$800	\$0	\$0	\$800
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
<b>Subtotal</b>	\$800	\$0	\$0	\$800

Description: 4 microphones @ \$200 each. Price from vendor, includes tax and shipping.

Operating Expenses: Contracted Services	LSTA	Cash Contributions	In-Kind	Total
Cycles 1-3: Podcast recording & editing	\$2,250	\$0	\$0	\$2,250
Cycles 1-3: Marketing podcast and training students to instruct	\$1,500	\$0	\$0	\$1,500
Writing and editing instruction cycles 2-3	\$1,000	\$0	\$0	\$1,000
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
<b>Subtotal</b>	\$4,750	\$0	\$0	\$4,750

Description: Writing and editing instruction (4 -2 hour classes@\$250 per class); Podcast recording & editing instruction (6 - 3 hour classes@\$375 per class); Marketing podcast and training students to instruct (6 - 2 hour classes@\$250 per class). Figures based on Library's costs for similar workshops.

<b>Project Total</b>	\$9,300	\$0	\$4,061	\$13,361
<b>Indirect Cost Rate Applied</b> 0 % <b>Indirect Cost</b>	\$0	\$0	\$0	\$0

Check one: (please see application instructions for additional information)

No Indirect                       Federally negotiated indirect cost rate \*                       Indirect proposed cost rate \*

\* please attach supporting documentation if required

Description:

<b>Grand Total</b>	\$9,300	\$0	\$4,061	\$13,361
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**ELEMENT 6: ATTACHMENTS (please see application instructions for additional information)**

If you have additional resources that support your grant, please attach after this page

**ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2015/16**

(please see application instructions for additional information)

As the duly authorized representative of the applicant public library, public elementary school library or public secondary school library applying for LSTA funding, I hereby certify that the library is (*check only one of the following boxes*)

- A.  **An individual applicant that is CIPA compliant.**  
The applicant library, as a public library, a public elementary school library or public secondary school library, has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.
  
- B.  **Representing a group of applicants. Those applicants that are subject to CIPA requirements have certified they are CIPA compliant.**  
All public libraries, public elementary school libraries, and public secondary school libraries, participating in the application have complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. The library submitting this application has collected Internet Safety Certifications from all other applicants who are subject to CIPA requirements. The library will keep these certifications on file with other application materials, and if awarded funds, with other project records.
  
- C.  **Not Subject to CIPA Requirements.**  
The CIPA requirements do not apply because no funds made available under this LSTA grant program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

Mill Valley Public Library  
Library/Organization

MyCast  
Project Name

Anji Brenner  
Library Director Name

City Librarian  
Title

\_\_\_\_\_  
Library Director Signature

\_\_\_\_\_  
Date