



LIBRARY SERVICES AND TECHNOLOGY ACT GRANT APPLICATION

State Form 53456 (R5 / 12/12)
INDIANA STATE LIBRARY

GENERAL INFORMATION

Grant Program <i>please mark with an X</i>	Indiana Memory Digitization	Technology	Innovative Technology	Information Access for the Unserved
			X	
Project Title	Information Literacy: It's a Sycamore Thing			
Organization	Indiana State University - Cunningham Memorial Library			
Full Mailing Address	200 North Seventh Street, Terre Haute, IN 47809			
Web Address	http://library.indstate.edu/			
Organization Director	Mark D. Green (AOR) Alberta Comer (Library, Dean)	E-mail Address	For award administration please contact dunderwood@indstate.edu	
Telephone Number	(812) 237-3088	Fax Number	(812) 237-3092	
Project Director <i>contact for grant purposes</i>	Heather Rayl	E-mail Address	Heather.Rayl@indstate.edu	
Telephone Number	(812) 237-2150	Fax Number	(812) 237-3376	
Fiscal Agent <i>responsible for fiscal reporting</i>	Sarah Ber	E-mail Address	Sarah.Ber@indstate.edu	
Telephone Number	(812) 237-3553	Fax Number	(812) 237-8179	
Federal Congressional District(s)	Eight	County	Vigo	
Estimated Number of People Served by Project During Grant Period	12,144	LSTA Amount Requested	10,000.00	
Source of this Number <i>US Census, library circulation records, etc.</i>	Enrollment 2012-2013	Amount of Cash Match	1,069.00	
FEIN Number/Tax ID Number	35-6001670	Total Cost of Project	11,069.00	
Federal DUNS Number <i>If unsure of this number, call 1-866-705-5711</i>	075953448			

FEDERAL LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) PRIORITIES

Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.

X	Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.
	Establish or enhance electronic and other linkages between and improve coordination to improve library services.
	Provide training and professional development to enhance the skills of the current and future library workforce.
	Develop public and private partnerships with other agencies and community-based organizations.
	Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, with disabilities, and with limited functional literacy or information skills.
	Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.
	Develop library services that provide all users access to information through local, state, regional, national and international collaborations and networks

INDIANA STATE LIBRARY LSTA GOALS

Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.

X	Information Access - Indiana libraries will provide up-to-date, reliable access to information by utilizing effective telecommunications, technology, and resources. <i>(Includes projects involving technology, digitization, and resource sharing)</i>
	Enhanced Services – Indiana libraries will improve services to residents, including services that support lifelong learning, employment, and civic engagement. <i>(Includes projects involving the following special populations: Children, Institutional, unserved / underserved, blind and physically handicapped and unemployed.)</i>
	Capacity Building - Indiana libraries will improve the capacity of libraries through staff development and training opportunities.

PRIMARY PROJECT AUDIENCE

Mark next to AT LEAST ONE but NO MORE THAN THREE with an X to indicate your primary audience(s) for the project.

	Pre-Schoolers (0-5)		Seniors (65+)		Urban Populations
	Children (6-12)		People with Special Needs		Institutionalized Persons
	Youth (13-17)		Library Staff		Non- or Limited English Speakers
X	Adults (18-64)		Rural Populations		Statewide Public

PART I. PROJECT SUMMARY

Provide an abstract describing all project components in 150 words or less.

The Cunningham Memorial Library will offer Sycamore Things, an information literacy program, to all ISU students promoting smart use of technology and incorporating information literacy principles as described by the Association of College and Research Libraries. Each activity in the program will address different facets of information literacy and demonstrate how to use tablets professionally. At the completion of the program, participants will have improved information-seeking skills and learned to use technology to enhance learning and methods of evaluating web-based resources for scholarship. Because ISU has a high population of first-generation, low income students, ISU is requesting LSTA funding to purchase 30 mini iPads to loan to students interested in the program but unable to afford tablets. At the program's completion, the Library will maintain the iPads and loan them to campus classrooms and local K-12 teachers. Sycamore Things will also be offered in future spring semesters.

PART II. NEEDS STATEMENT

Describe the need or problem that generated this project and explain how you determined this need.

Studies show that today's low income students have less access to technology and access to the internet in general. They find it difficult to compete with their "digitally native" counterparts from more affluent households who often have internet at home and have access to a computer, if not multiple technological devices. Only half of American teens have access to broadband at home (Lenhart). A recent study from Oxford University found that "Teenagers who do not have access to the internet in their home have a strong sense of being 'educationally disadvantaged'" ("UK teenagers without the internet"). At the same time, a recent Pew Internet and American Life Project shows that, "educational attainment and household income continue to be strongly correlated not only with internet adoption, but also with a wide range of internet activities and ownership of a number of devices" (Zickuhr). A recent article in Wall Street Journal Online profiled low income students in Alabama who must use wireless internet at McDonalds to finish classroom assignments, or hurriedly complete the assignments in school if they have no access to a computer outside of school (Troianovski).

Over half of Indiana State University's students in 2012 were Pell Grant recipients (Bradley). Many of these students need intensive instruction to be brought up to the comfort level of their colleagues who may have had more access to technology during their K-12 education. Indiana State University does not have the infrastructure to support these students. On campus, only the Bayh College of Education has technology equipment to loan to instructors, and priority for its use goes to instructors in that department. Locating the Sycamore Things information literacy program (along with the collection of tablets for use in the program) in the library will make the learning tools equally accessible to all students and instructors across campus. When the Sycamore Things pilot is over, these devices can be re-used by instructors who wish to incorporate information literacy skills in their classrooms. When the devices are not in demand by ISU instructors, we will also make them available to local K-12 teachers. Finally, we plan to run the Sycamore Things program during the spring semester, so the devices will be reserved then.

Works Cited

Bradley, Daniel J. "Shifting Into Third Gear and Keeping an Eye on the Horizon." Indiana State University. Tilson Auditorium, Terre Haute, IN. 19 Sep. 2012. 2012 Fall Address.

Lenhart, Amanda, Paul Hitlin, and Mary Madden. Teens and Technology. Pew Internet and American Life Project. 27 July 2005.

Troianovski, Anton. "The Web-Deprived Study at McDonald's." Wall Street Journal. 28 Jan. 2013. Web. 14 Feb. 2013.

"UK teenagers without the internet are 'educationally disadvantaged.'" University of Oxford. 22 Dec. 2012. Web. 14 Feb. 2013.

Zickuhr, Kathryn, Aaron Smith. Digital differences. Pew Internet and American Life Project. 13 Apr. 2012.

Identify the goal from the *Indiana State Library's Five-Year LSTA Plan* (posted at <http://www.IN.gov/library/lsta.htm>) that your project will address and explain how your project will address this goal.

Our project will address facets of Goal One and Goal Two of the Indiana LSTA Five Year Plan, Information Access and Enhanced Services, respectively. Our program, which will strengthen the information literacy skills of students at Indiana State University, has been designed to address the Information Literacy guidelines set by the Association of College and Research Libraries. These guidelines "form the basis for lifelong learning. [Information literacy] is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning."

Sycamore Things will address specific tenets of ACRL's guidelines, and present them in a way that will be appealing to a younger generation to learn and incorporate into their daily lives. Additionally, the purchase of tablet devices for our circulating collection will allow the library to support different learning styles and expose the student body to new technologies that they will encounter in the workplace. Also, in equipping students with information literacy skills, we hope to instill a base for lifelong learning.

PART III. OBJECTIVES, ACTIVITIES, & EVALUATION

OBJECTIVES

Describe the overall objectives of your project.

The Sycamore Things Project will:

- teach the current generation of students who are "digital natives" about information literacy in an engaging way, including evaluating online resources for factual information, protecting privacy, and finding pertinent information in the larger world of online information.
- create a collection of tablet devices that can be circulated by the library to different classrooms across campus to enhance learning objectives.
- develop a series of exercises that can be used by students or instructors using the devices (or other devices with internet access) to learn specific information literacy standards.
- lead an initiative on campus for those interested in expanding their teaching techniques to integrate technology tools in the classroom.

ACTIVITIES

Describe all project activities in detail.

While the activities for Sycamore Things are based upon the popular 23 Things program pioneered by Helene Blowers at the Public Library of Charlotte and Mecklenburg County, this program will coordinate the 23 Things program's Web 2.0 activities with the Association of College and Research Libraries Information Literacy Guidelines. The program will be based in the Library's existing LibGuides with participants adding links to their individual activities as we build our community of users. With the program being launched in the Google+ or Facebook environment, students will immediately begin to build their literacy knowledge as they learn how to interact in a professional manner with others online. Sycamore Things will include the following sorts of activities:

1. Participants will decide whether to use Google+ or FaceBook for their personal platform. Participants will determine how much personal information to release and will consider the consequences of sharing personal information. (The information literate student determines the nature and extent of the information needed.)
2. Participants will evaluate specific information sources on the world wide web. (The information literate student accesses needed information effectively and efficiently.)
3. Follow a thread on Twitter. Evaluate the information submitted on the threads. (The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.)
4. At a meetup, learn about and create an infographic. (The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.)
5. Participants will develop a multimedia project. Use Creative Commons licensed material to create a project (such as an Animoto video) to share with the group. (The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.)

Additionally, in-person activities will include a brown bag lunch with a special speaker and an "unconference" with mini-sessions presented by ISU students or faculty on technology-related topics. While these sessions will extend the participants' learning, they are also meant to provide momentum to the process. Sources will be identified to provide food and prizes for the events. Badges or certificates will also be awarded along the way to provide motivation. A wrap-up party will give participants the opportunity to share and celebrate their learning experience.

Identify project staff and detail their individual roles in your proposed project.

Heather Rayl, Emerging Technology Librarian, and Shelley Arvin, Reference/Instruction Librarian, will work together to develop the Sycamore Things program. They will also identify apps to pre-install on the iPads, plan the associated programs, and provide support and guidance throughout the program for the student participants. The Reference and Instruction Department will also provide support for the program as needed.

Susan Frey and the Circulation Department will provide support for circulating the iPads to the student participants.

The Library's Public Relations Department will assist in creating and distributing flyers and other campus-wide communications to publicize the program. They will also assist in arranging space to hold the programs.

The Systems Department will provide support for the iPads, if needed.

PART IV. COMMUNICATION PLAN

Grantees are encouraged and expected to publicize the project through available and appropriate media outlets. How will you promote your project to your target audience?

The Library has several avenues to advertise on campus:

- global email announcements distributed to all students
- table tents in Library, student union*, and in cafeterias
- flyers throughout campus
- announcement to faculty to encourage their students to participate
- advertisement and/or article in the student newspaper
- Library website
- display in the student union*
- Library and University social media sites
- local news affiliates

*space in the student union is difficult to reserve

How and when are you planning to share the results of your project beyond your local jurisdiction?

We plan to propose presentations at ILF, ACRL and ALA. We will also propose a juried presentation/paper at the Bricks and Click Symposium, or publish in a trade journal or magazine.

Is this project a model for replication? If so, please explain.

Once the Sycamore Things activities have been written, they can easily be reused, remixed, and adapted by other libraries. Although the activities will be written for university students, they also could be easily adapted for use in a high school setting, or even a public library setting.

All funded grant projects are required to acknowledge the IMLS on all products.
For more information, go to <http://www.imls.gov/recipients/communication.shtm>.

PART V. EVALUATION PLAN

Outcomes Based Planning and Evaluation (OBPE) is the preferred evaluation method for your grant project.

Refer to <http://www.shapingoutcomes.org/course> for more information about Outcomes Based Planning and Evaluation (OBPE). If you are unfamiliar with the terms below, the site's [Glossary of Terms](#) is an excellent place to begin.

INPUTS

The most significant input for this program will be the time invested to develop the Sycamore Things activities. This will involve a considerable time commitment for both Rayl and Arvin over the course of Summer 2013.

The Library's events areas will also be used to host the in-person activities of the program.

Other library staff will be asked to contribute time to this project as well. The Library's Circulation staff will be involved in preparing the iPads for circulation, and checking them out. The Public Relations staff will work with Rayl and Arvin to develop the promotional materials for the program.

The Library's Systems Department may be asked to provide additional technical support if needed.

A few library staff will be asked to participate in a pilot of the Sycamore Things activities to test the effectiveness and methods.

Finally, the Library's Reference and Instruction staff will act as consultants when developing the activities that will comprise Sycamore Things. They will also consult on developing the rubric for assessing the skills learned during the program.

OUTPUTS

Measuring the outputs for this program will be difficult because the library has never done anything like this before. Will the novelty attract a large number of participants on the first implementation, or will it take two or three tries to attract large numbers? Over time, the event participation could grow larger than we estimate because the activity will be web-based.

We will expect that all of the 30 iPads purchased will be checked out and that 75% of those who begin the program will complete it. The program will run formally once per year in the spring.

OUTCOMES

Participants will:

- increase their understanding of the role of libraries and librarians as related to 21st century learning.
- improve their technology literacy skills as they relate to both real life and academic situations.
- have increased availability of technology tools.

EVALUATION PLAN OVERVIEW

Describe how you will determine *whether* the needs of your target group were met by your project. Then explain how you will *measure the impact* of the project on your target audience(s).

Participants will:

- improve their ability to determine the nature and extent of their information need.
- access information more effectively and efficiently.
- improve their ability to evaluate information and its sources critically.
- be better able to incorporate selected information into their knowledge base and value system.
- more clearly understand the economic, legal and social issues surrounding the use of information.
- better understand the need to access and use information ethically and legally.
- improve their perception of the Library as a 21st century source of information.

EVALUATION INDICATORS

These indicators will be measured by observation of participation in the program:

- 70% of the iPads will be borrowed for participation in Sycamore Things in the first year and 90% will be borrowed in the second year.
- 75% of the participants will successfully complete the program.
- 10% of the participants will repeat a task to improve their performance.
- 100% of the participants will attend at least one in-person event (either the kick off, a meet up or the closing celebration).
- 60% of the participants will be more likely to come to the library for assistance with information needs, as measured by the exit survey
- Participants (even those who do not complete the program) will earn at least one badge.

We will also compare results from a pre- and post-self-evaluation survey of information literacy skills.

- 100% of participants will complete the pre-assessment survey (requirement for entering program).
- Of the students who complete the program, 75% will complete the post-assessment survey.

-- In comparing results, we expect to find improvement in the indicators listed in the evaluation overview.

We also expect to measure an increased perception of the Library as a place to get help in information evaluation, as well as an increase in the comfort level of the participants in asking for assistance with information needs.

EVALUATION METHODS

The first activity will have students complete an online survey in which they evaluate their own knowledge and use of literacy skills. Short, reflective activities will provide learner-based assessments and will follow some of the activities, however, each individual activity will itself be a performance-based assessment.

Students will post their completion of each activity to their chosen social media platform, so the program moderators will be able to track completion rates of each activity.

Moderators will also be able to see badges posted to the social media platform.

A formal post-assessment tool, when compared to the pre-assessment, will indicate participants' change in attitude and knowledge.

PART VI. PROJECT TIMETABLE

Using as few or as many rows as you need, complete a timetable of activities for each aspect of your proposed project that describes *what* will be done and indicates by *whom* and *when* it will be done.

PROJECT IMPLEMENTATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Set up the Sycamore Things online presence. Run small scale pilot group with library staff. Make final adjustments.	Rayl, Arvin, Library Staff	July 2013-October 2013
Order, Process, Catalog iPads	Technical Services	completed by August
Opening Event	Rayl, Arvin, other Library Staff if needed	January 2014
Meetups for participants	Rayl, Arvin, other Library Staff if needed, Student participants	Once a month in February, March and April 2014
Closing Event	Rayl, Arvin, other Library Staff if needed	April 2014
Assessment and Presentation	Rayl, Arvin	Spring/Summer 2014

COMMUNICATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Anounce grant reward to campus community	Rayl, Arvin	when grant is received
Contact campus news, email announcements, social media announcements, Flyer advertisements	Rayl, Arvin	January 2014
Contact Local News Affiliates (town newspaper, local TV)	Rayl, Arvin	February 2014
Submit Conference proposals	Rayl, Arvin	Spring/Summer 2014

EVALUATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Pilot assessment	Rayl, Arvin, Library Staff	October 2013
Initial assessment of level of information literacy	Rayl, Arvin, Student Participants	January 2014
Track participation in activities	Rayl, Arvin	January - April 2014
Final assessment of level of information literacy	Rayl, Arvin, Student Participants	April 2014

REPORTING

ACTIVITY	WHO	WHEN (month and year or "ongoing")
First Quarter Progress Report	Project Director	August 31, 2013
Second Quarter Progress Report	Project Director	November 30, 2013
Third Quarter Progress Report	Project Director	February 28, 2014
Project Evaluation Plan	Project Director	May 31, 2014
Financial Final Report	Project Director or Fiscal Agent	June 30, 2014
Narrative Final Report	Project Director	June 30, 2014

PART VII. CONTINUATION PLAN

Explain how activities or benefits from the project will continue after the LSTA funding period has ended or if the program will not be continued, explain why.

The iPads purchased through the program will become available after for circulation as classroom sets for instructors who wish to use the devices in a classroom setting during the fall and summer semesters. We will use the iPads for the Sycamore Things program in the spring. Instructors on campus will have priority for checking out the devices, but they will also be available for K-12 teachers in the local area.

The Sycamore Things activities can be revised, adapted, and repeated as often as the library feels there is interest from the student body.

PART VIII. PROJECT BUDGET NARRATIVE

In narrative form by project budget category and funding source, describe your project budget items as listed in the Project Budget worksheet and briefly identify how they contribute to your proposed project. Be sure that each item for which you want LSTA funds is described in detail below. The Project Budget Narrative must match your Project Budget worksheet.

The Project Budget worksheet and guidelines on acceptable use of LSTA grant funds are available on our website: <http://www.IN.gov/library/lsta.htm>.

PERSONAL SERVICES

Describe budget items to be paid with LSTA funds.

No personal services will be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

Both Heather Rayl and Shelley Arvin will spend considerable amounts of time developing the Sycamore Things program. The Public Relations staff, Erin Harmon and Dara Middleton, will also be involved in larger parts of the project. Harmon will develop the flyers and posters for the project. Middleton is the library's Event Planner and will work with Rayl and Arvin to arrange for space in the library, configuration of the space, and also arrange for food for the open and closing events. We also anticipate additional staff will participate in smaller parts of the project.

While the actual effort expended toward this project will be much greater, ISU will document committed matching funds of \$300 (representing .3% fiscal year effort for both Rayl and Arvin). This amount will be tracked according to A-133 audit requirements. The additional effort shown is to be considered leverage and will not be tracked for audit purposes.

SUPPLIES

Describe budget items to be paid with LSTA funds.

The majority of the LSTA grant funds will be using to purchase 30 iPad Minis. At the time of this writing, iPad minis are \$329, which totals \$9870.

The remainder of the funds will be used to purchase cases for the iPads. Cases will help prolong the life of the devices. The cases we found cost \$14.95 each (see attachment). \$130 will be used to buy 8 of the cases (technically it will buy 8.6 cases). The Library will contribute the remainder of the monies for the cases.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

The Library will contribute \$319 to purchase 22 cases (technically 21.4) for the iPads.

OTHER SERVICES & CHARGES

Describe budget items to be paid with LSTA funds.

No other services and charges will be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

The Library will provide printing services, valued at \$150, for printing flyers, posters and table tents to advertise the event.

CAPITAL OUTLAYS

Describe budget items to be paid with LSTA funds.

No capital outlays will be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

The Library will also pay for \$10 worth of Apps (software programs) for the iPads, totaling \$300.

PART IX. ASSURANCES

The Institute of Museum & Library Services (IMLS) requires the Indiana State Library to obtain certification from its sub-grant applicants regarding federal debt status, debarment and suspension, non-discrimination, a drug-free workplace, and other applicable assurances. These requirements are incorporated in the Assurances Statement below. Review the Statement and sign the certification form. If you receive a grant, you must comply with these requirements.

By signing the application form, the authorizing official, on behalf of the applicant, assures and certifies that, should a sub-grant be awarded, it will comply with the statutes outlined and all related IMLS and ISL regulations. These assurances shall obligate the applicant for the period during which Federal financial assistance is extended. The applicant recognizes and agrees that any such assistance will be extended in reliance on the representations and agreements made in these assurances, and that the United States government has the right to seek judicial enforcement of these assurances, which are binding on the applicant, its successors, transferees, and assignees, and on the authorized official whose signature appears on the application form.

Certifications Required of All Applicants

1. Financial, Administrative, and Legal Accountability;
2. Debarment and Suspension;
3. Non-Discrimination;
4. Drug-Free Workplace Act of 1988
5. Lobbying
6. E-Verify Employment Eligibility Verification
7. State Ethics Laws
8. Information Technology Accessibility Standards; and
9. Telephone Solicitations Laws

Certification of Authorizing Officials

I have examined this application, and I hereby certify on behalf of the applicant organization that:

1. The information provided is true and correct;
2. All requirements for a complete LSTA Grant application have been fulfilled;
3. The applicant will comply with all applicable payment, accounting, and reporting requirements; and
4. The applicant will comply with applicable certifications regarding Items 1-9 listed above under Certifications Required of All Applicants.

We, the undersigned, hereby certify that should this organization receive a sub-grant, the organization and its leaders will comply with all LSTA regulations, all statutes outlined, requirements as defined by the Indiana State Library (*Managing Your LSTA Grant*), and all applicable Federal statutes and regulations.

Name of Organization	Project Title	Submission Date <i>(month, day, year)</i>
Indiana State University	Information Literacy: It's a Sycamore Thing	03-15-2013
Title of Principal Officer	Signature of Principal Officer	Signature Date <i>(month, day, year)</i>
Mark Green Chief Research Officer		3/3/13

STATE LIBRARY USE ONLY											
Project Number	Approved		Not Approved		Amount Awarded						
				Library Type	Public	School	Academic	Special	Multi-Type	SLAA	Institutional

PROJECT BUDGET

Your budget should provide an overview of all anticipated project costs from federal and local sources.

Round all amounts to the nearest whole dollar.

All amounts must match the amounts given in your Project Budget Narrative.

You are not limited to the space provided. Cells are set to expand as you type. Your budget may continue on to additional pages.

A row may be added anywhere by (1) right-clicking on the row above which you wish to insert the new row, (2) selecting *Insert* from the menu that appears and (3) selecting *Entire Row* from the next menu.

You are encouraged to obtain quotes for products and services to develop your application budget. Should your application be approved, your grant contract will include the project budget "as is" unless you request revision in advance. After contract, changes to the approved project budget must be requested of and approved by the Indiana State Library.

Line-by-line instructions in PowerPoint and PDF form are available to download from the Grant Application page of the Indiana State Library LSTA webpage: <http://www.in.gov/library/3732.htm>.

BUDGET ITEM	SOURCE OR METHOD OF COMPUTATION	LSTA GRANT FUNDS	COST SHARING	PROJECT TOTAL
Personal Services				
<i>Salaries & Wages</i>				
Heather Rayl	Budget Year, 2012-2013. Program development-.3% effort		\$150	\$150
Shelley Arvin	Budget Year, 2012-2013. Program development-.3% effort		\$150	\$150
Erin Harmon	Budget Year, 2012-2013. Work on design of flyers, print materials			\$0
Dara Middleton	Budget Year, 2012-2013. Event planning			\$0
<i>Employee Benefits</i>				
TOTAL PERSONAL SERVICES			\$300	\$300
Supplies				
<i>Supplies</i>				
iPad Minis	30 units at \$329	\$9,870		\$9,870
Covers for iPad Minis	30 units at \$14.95	\$130	\$319	\$449
TOTAL SUPPLIES		\$10,000	\$319	\$10,319
Other Services & Charges				
<i>Professional Services</i>				
<i>Communication & Transportation</i>				
<i>Printing & Advertising</i>				
Flyers and Posters			\$150	\$150
<i>Repair & Maintenance</i>				
TOTAL OTHER SERVICES & CHARGES			\$150	\$150
Capital Outlays				
<i>Furniture & Equipment</i>				
<i>Print, AV, Electronic Resources & Collection Materials</i>				

<i>Software</i>			
Apps for iPads	\$10 fund for 30 iPads	\$300	\$300
<i>Other Capital Outlays</i>			
TOTAL CAPITAL OUTLAYS			
		\$300	\$300
BUDGET TOTAL		\$10,000	\$11,069
<p>LSTA funds cannot be used to supplant local or system funds.</p> <p>LSTA funds may not be used for administrative overhead.</p>			

iPad Covers


Heather's Amazon.com | Today's Deals | Gift Cards | Sell | Help



Shop by Department

Go

Hello, Heather
Your Account
Your Prime
Cart
Wish List

Computers
Brands
Best Sellers
Laptops & Tablets
Desktops & Monitors
Hard Drives & Storage
Computer Accessories
Tablet Accessories
PC Components
Printers & Ink

Prime Member: Heather Rayl

Heather Rayl: This item is eligible for Amazon Prime. [Click here to turn on 1-Click](#) and make Prime even better for you. (With 1-Click enabled, you can always use the regular shopping cart as well.)



Roll over image to zoom in
[Share your own customer images](#)

iPad Mini Lightweight Hard Shell Case with Built in Stand. Shock Absorbing Design.

by [Photive](#)
★★★★☆ (72 customer reviews)

List Price: ~~\$49.95~~
Price: **\$14.95** Prime
You Save: **\$35.00 (70%)**

In Stock.
Sold by [Amazing Deals Online](#) and [Fulfilled by Amazon](#). Gift-wrap available.

Want it tomorrow, March 9? Order within **1 hr 10 mins**, and choose **Saturday Delivery** at checkout. [Details](#)

Color: Red



Pattern Name: iPad Mini

- Designed Specifically For the Apple iPad mini.
- Lightweight Hard Shell design adds ultimate protection
- Built in Kick Stand for Watching Movies or Reading Books
- Dual Layer Shock Absorbing design
- Precise Designed. All Controls and Ports are easily Accessible.

[2 new](#) from \$14.95

Quantity: 1

Add to Cart

or

[Sign in](#) to turn on 1-Click ordering.

Add to Wish List

Add to Baby Registry

More Buying Choices

ButterflyPhoto **Add to Cart**
\$14.96 + Free Shipping

2 new from \$14.95

Have one to sell? [Sell on Amazon](#)

[Share](#) 

Frequently Bought Together


+

+


Price for all three: \$33.85

Add all three to Cart **Add all three to Wish List**

[Show availability and shipping details](#)

- This item:** iPad Mini Lightweight Hard Shell Case with Built in Stand. Shock Absorbing Design. Red by Photive \$14.95
- Tech Armor Apple iPad Mini HD Clear Screen Protector with Lifetime Replacement Warranty [3-PACK] by Tech Armor \$7.95
- Poetic SLIMLINE Portfolio Case for Apple iPad Mini Tablet Black(Automatically Wakes and Puts the iPad Mini to

Window size: 1054 x 1080
Viewport size: 1038 x 967

iPad Mini

The screenshot shows the Apple Store website for the iPad Mini. At the top, there is a navigation bar with the Apple logo and links for Store, Mac, iPod, iPhone, iPad, iTunes, and Support. Below this is the 'Apple Store' header with a search bar and a 'Chat Now' button. The breadcrumb trail indicates 'Shop iPad > iPad mini'. The main content area is titled 'Select an iPad mini' and is divided into two steps: '1 Choose a color:' and '2 Choose a model'. Under '1 Choose a color:', there are two options: 'Black & Slate' (highlighted with a blue border) and 'White & Silver'. Both are priced 'From \$329'. Under '2 Choose a model', there are three storage options: '16GB' (highlighted with a blue border, priced at \$329.00), '32GB' (priced at \$429.00), and '64GB' (priced at \$529.00). All models are 'Available to ship: Within 24 hours'. On the right side, there is a 'Summary' sidebar showing a small image of the iPad Mini, the selected configuration 'iPad mini with Wi-Fi 16GB - Black & Slate', the price '\$329.00', and a 'Continue' button. Below the summary, there are links for 'Available to ship: Within 24 hours' and 'Available for pickup: Check availability'. At the bottom of the sidebar, there is a 'Learn more about buying iPad mini' section with links for Overview, Choosing an iPad, Warranty, FAQ, Tech Specs, and View Gallery. A 'Free Shipping' label is also present.

Apple Store

Questions? Call 1-800-MY-APPLE or Chat Now

Shop iPad > iPad mini

Select an iPad mini

1 Choose a color:

Black & Slate
From \$329

White & Silver
From \$329

2 Choose a model

Wi-Fi

Connects to the Internet over Wi-Fi networks.

16GB \$329.00 Available to ship: Within 24 hours	32GB \$429.00 Available to ship: Within 24 hours	64GB \$529.00 Available to ship: Within 24 hours
--	--	--

Summary

iPad mini with Wi-Fi 16GB - Black & Slate

\$329.00

6, 12, or 18 month special financing

[Continue](#)

Available to ship:
Within 24 hours

Available for pickup:
[Check availability](#)

Free Shipping

Learn more about buying iPad mini

- [Overview](#)
- [Choosing an iPad](#)
- [Warranty](#)
- [FAQ](#)
- [Tech Specs](#)
- [View Gallery](#)
- [Compare iPads](#)

Questions? Just ask.
Call 1-800-MY-APPLE



LIBRARY SERVICES AND TECHNOLOGY ACT GRANT APPLICATION

State Form 53456 (R5 / 12/12)
INDIANA STATE LIBRARY

GENERAL INFORMATION

Grant Program <i>please mark with an X</i>	Indiana Memory Digitization	Technology	Innovative Technology	Information Access for the Unserved
		X		
Project Title	E-Reader Checkout Program			
Organization	The Trustees of Indiana University on behalf of Franklin D. Schurz Library, Indiana University South Bend			
Full Mailing Address	IU: 509 E. 3rd Street, Bloomington, IN 47402 IUSB: 1700 Mishawaka Ave, PO Box 7111, South Bend, IN 46634			
Web Address	library.iusb.edu			
Organization Director	Vicki Bloom	E-mail Address	vdbloom@iusb.edu	
Telephone Number	(574) 520-4448	Fax Number	(574) 520-4472	
Project Director <i>contact for grant purposes</i>	Vincci Kwong	E-mail Address	vwkong@iusb.edu	
Telephone Number	(574) 520-4444	Fax Number	(574) 520-4472	
Fiscal Agent <i>responsible for fiscal reporting</i>	Steven A. Martin	E-mail Address	rugs@indiana.edu	
Telephone Number	(812) 855-0516	Fax Number	(812) 855-9943	
Federal Congressional District(s)	District 1	County	St. Joseph	
Estimated Number of People Served by Project During Grant Period	9830	LSTA Amount Requested	\$5764	
Source of this Number <i>US Census, library circulation records, etc.</i>	IU South Bend Campus Census	Amount of Cash Match	\$3048	
FEIN Number/Tax ID Number	35-6001673	Total Cost of Project	\$8812	
Federal DUNS Number <i>If unsure of this number, call 1-866-705-5711</i>	00-604-6700			

FEDERAL LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) PRIORITIES

Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.

X	Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.
	Establish or enhance electronic and other linkages between and improve coordination to improve library services.
	Provide training and professional development to enhance the skills of the current and future library workforce.
	Develop public and private partnerships with other agencies and community-based organizations.
	Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, with disabilities, and with limited functional literacy or information skills.
	Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.
	Develop library services that provide all users access to information through local, state, regional, national and international collaborations and networks

INDIANA STATE LIBRARY LSTA GOALS

Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.

X	Information Access - Indiana libraries will provide up-to-date, reliable access to information by utilizing effective telecommunications, technology, and resources. <i>(Includes projects involving technology, digitization, and resource sharing)</i>
	Enhanced Services - Indiana libraries will improve services to residents, including services that support lifelong learning, employment, and civic engagement. <i>(Includes projects involving the following special populations: Children, Institutional, unserved / underserved, blind and physically handicapped and unemployed.)</i>
	Capacity Building - Indiana libraries will improve the capacity of libraries through staff development and training opportunities.

PRIMARY PROJECT AUDIENCE

Mark next to AT LEAST ONE but NO MORE THAN THREE with an X to indicate your primary audience(s) for the project.

	Pre-Schoolers (0-5)		Seniors (65+)		Urban Populations
	Children (6-12)		People with Special Needs		Institutionalized Persons
	Youth (13-17)		Library Staff		Non- or Limited English Speakers
X	Adults (18-64)		Rural Populations		Statewide Public

PART I. PROJECT SUMMARY

Provide an abstract describing all project components in 150 words or less.

The proposed project, titled "E-Reader Checkout Program," will provide IU South Bend students an opportunity to familiarize themselves with the latest e-reader technology, and encourage reading through an enhanced ebook leisure/recreational reading collection. The E-Reader Checkout Program will also enable IU South Bend faculty and students to explore the use of e-readers and eTexts as a new tool for teaching and learning. This project includes purchase of equipment (i.e. media pouches, e-readers, e-reader protectors, e-reader charges) and purchase of leisure/recreational reading materials such as popular ebooks and magazines.

Over ten years of reductions to the monographs budget has made it increasingly difficult to not only purchase academic/scholarly materials, but also makes it impossible to purchase leisure materials to encourage reading. The E-Reader Checkout Program will 1) Expand the recreational electronic material collection of the library; and 2) provide students and faculty with the opportunity to become familiar with new digital technology.

PART II. NEEDS STATEMENT

Describe the need or problem that generated this project and explain how you determined this need.

Gaps in Services

According to a report by the College Board, tuition hikes, stagnant growth in federal aid, and increases in other expenses have pushed public college costs to new heights. As financial aid budgets remain flat, students have less money to cover rising college costs. At IU South Bend, 48% of the student population receives financial aid. In order to finance their college education, 75% of students at IU South Bend work. Among the working student population, 25% of them work full-time. With limited financial resources, most students at IU South Bend are unable to afford new technologies. As a result, many students at IU South Bend become victims of the digital divide because they lack the resources to obtain new technologies and subsequently are not able to learn skills and gain experience using new technologies.

In August 2009, Indiana University initiated an eTexts initiative. eText includes digital versions of textbooks and other educational resources. Content of eTexts will be available in multiple electronic formats through computer browsers and e-readers such as the Kindle, Nook, Sony Reader, Kobo or iPad. The eTexts initiative also enables new tools for teaching and learning, which directly ties to one of the strategic goals of IU South Bend - to assess and incorporate new technologies to meet campus priorities. While the Schurz Library provides access to online information and services through 84 computers, e-readers are not currently provided.

The mission statement of the Collection Management and Development Program of the Franklin D. Schurz Library states a primary goal to acquire and maintain the information resources necessary to support the scholarly and teaching mission of the campus. Since the collection is focused on academic and scholarly materials, the collection lacks leisure and popular materials needed to encourage recreational reading among IU South Bend students.

Solutions to Needs Fulfillment

To address the problem of digital divide at IU South Bend, availability of e-readers for checkout at the Schurz Library will provide an opportunity for students to locate, use and evaluation information using one of the latest technologies, i.e. the e-readers. The ability to perform the above tasks using the e-readers will enhance digital literacy skills of students at IU South Bend. In addition, the availability of leisure and popular reading materials on the e-readers promotes reading by encouraging students to read materials other than their course materials.

To address the teaching and learning needs of faculty and students through eTexts at IU South Bend, availability of e-readers for checkout at the Schurz Library will enable faculty and students to explore the use of e-reader and eTexts. The ability to read and interpret media will prepare IU South Bend students to perform tasks effectively in a digital environment.

To address the leisure readings need of students at IU South Bend, availability of e-readers (with purchase of popular magazines and fiction) for checkout at the Schurz Library will provide students with resources that meet their social and cultural needs, in addition to their educational needs. According to one recent study, 85.7% of college students with e-reader use their e-readers for recreational reading. A recent survey of 212 students at IU South Bend indicated that only 9% of those surveyed have an e-reader.

Barriers to Needs Fulfillment

IU South Bend has had a flat budget for over ten years. Serials inflation has therefore reduced the funds available for the purchase of monographs. A presentation made by the Schurz Library to the Academic Senate at IU South Bend addressed the issues of the declining monograph budget since 2003 revealing projections that the library's monograph budget for 2008-09 would be only \$2000. With such a tight budget to fulfill the purchase of academic/scholarly materials, purchase of leisure readings is impossible. Budget cuts at IU South Bend directly impact the budget of the Schurz Library. For example, recent reductions led to reduced service hours starting in May 2012. Such a tight budget for operations leaves no funding available for the purchase of new technologies.

Identify the goal from the *Indiana State Library's Five-Year LSTA Plan* (posted at <http://www.IN.gov/library/lsta.htm>) that your project will address and explain how your project will address this goal.

According to the Indiana State Library's Five-Year LSTA Plan, the Indiana State Library will provide up-to-date reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology and resources. The E-reader Checkout Program will provide an opportunity for IU South Bend students to familiarize themselves with the latest technologies which will enable them to perform tasks effectively in a digital environment. The increase in digital literacy of students addresses the Technology and Information Access goal of the Indiana State Library.

The number one priority under the Information Access goal is to ensure libraries are equipped with sufficient technology to meet the information needs of Indiana residents. At IU South Bend, 95% of the student population is Indiana residents. The social and cultural needs of the students cannot be met as funding is not available to purchase leisure materials due to very limited budget. With funding from the LSTA grant, the Library will be able to build a recreational e-collection to promote reading while also providing access to the collection through a technology that IU South Bend students may not be able to easily obtain.

In addition to providing IU South Bend students with leisure materials that meet their social and cultural needs, the E-reader Checkout Program also provides an opportunity for faculty and students to explore the user of e-reader and eTexts as a new tool for teaching and learning.

PART III. OBJECTIVES, ACTIVITIES, & EVALUATION

OBJECTIVES

Describe the overall objectives of your project.

There are three main objectives of implementing an E-Reader Checkout Program at the Franklin D. Schurz Library. First, the E-Reader Checkout Program will increase digital literacy of students at IU South Bend. Second, the availability of e-readers (with purchase of popular magazines and fiction) will provide IU South Bend students with resources that encourage reading. Last but not least, the E-Reader Checkout Program will enable IU South Bend faculty and students to explore the use of e-readers and eTexts as a new tool for teaching and learning.

The E-Reader Checkout Program will offer faculty and students of IU South Bend an opportunity to explore the four most popular e-readers currently available on the market; they are the Kindle Fire, Kindle Paperwhite, Nook and iPad Mini e-reader. Since availability of content for each e-reader varies, users will be able to access different types of information, i.e. leisure versus scholarly content, based on their individual needs.

ACTIVITIES

Describe all project activities in detail.

Upon receiving notification of the grant award, the Coordinator of Web Services will conduct research on different types of e-readers. She will then work with the Library Business Administration Office to purchase the e-readers which best fit the needs of the E-Reader Checkout Program. At the same time, the Coordinator of the Web Services will also work with the Head of Collection Services to select and purchase electronic materials for each type of e-reader.

After the e-readers are ready for checkout, student assistants at the circulation desk will receive basic training on how to use each type of e-reader, so as to provide basic support to users. Additionally, the Coordinator of Web Services will work with the Circulation Supervisor on a circulation policy for the e-readers.

In order to ensure that faculty and students at IU South Bend are aware of the new E-Reader Checkout Program, the Coordinator of the Web Services will also work with the Coordinator of Public Relations and Outreach on marketing strategies to promote the E-Readers Checkout Program at the Schurz Library.

To evaluate the successfulness of the E-Reader Checkout Program at the Schurz Library, the library will gather both quantitative and qualitative data through a web-based survey, as well as circulation and vendor statistics a year after the program is implemented. The web-based survey will target the IU South Bend population to find out their awareness, utilization and satisfaction of the E-Reader Checkout Program. As the e-readers will be checked out through the circulation system, quantitative statistics on how many times each type of e-reader was checked out will be gathered. Regarding the usage of electronic content, the library will seek statistics from corresponding vendors on frequencies and what types of material were being accessed. Once all the evaluation information is gathered and analyzed, the Coordinator of Web Services will report the findings to the Dean of Library Services and to the State Library of Indiana.

If the E-Readers Checkout Program is well received, the library anticipates an increase in demand for e-readers to checkout. As faculty and students become more comfortable with e-readers and e-books, the library also expects an increase in demand for e-books and other e-resources in the collection.

In conclusion, implementation of the E-Readers Checkout Program at the Franklin D. Schurz Library will fulfill individual needs of faculty and students at IU South Bend, expand the recreational e-collection of the library, and aid students in overcoming the digital divide, all of which will not be possible without the LSTA Technology sub-grant funds.

Identify project staff and detail their individual roles in your proposed project.

In order to implement the E-Reader Checkout Program, three full-time librarians with the Master of Library Sciences (MLS) degree, two staff members with Bachelor degree and several student assistants with high school diploma are needed. Below are tasks that will be performed by each individual:

Coordinator of Web Services [MLS required]

- research different types of e-readers for the E-Reader Checkout Program
- research electronic materials available for each type of e-reader
- work with different departments within the Schurz Library in order to ensure success of the E-Reader Checkout Program
- oversee the grant application process

Library Business Operations Manager [Bachelor degree required]

- purchase of e-readers

Head of Collection Services [MLS required]

- select and purchase electronic materials for e-readers

Coordinator of Public Relations and Outreach [MLS required]

- develop and implement marketing strategies to promote the e-readers checkout program

Circulation Supervisor [Bachelor degree required]

- establish circulation policy for e-readers
- oversee checkout of the e-readers at the Circulation Desk
- provide circulation statistics of e-readers

Student Assistant [High school diploma required]

- checkout e-readers at the Circulation Desk
- answer basic question(s) related to the use of e-readers

PART IV. COMMUNICATION PLAN

Grantees are encouraged and expected to publicize the project through available and appropriate media outlets. How will you promote your project to your target audience?

The Library plans to utilize the following channels to promote the E-Reader Checkout Program.

1. Poster, flyer and table tents: Poster will be created and placed in the lobby; flyers will be posted on billboards on campus. Table tents will be placed on tables in the Library, the university café and the cafeteria.
2. Library website: The E-Reader Checkout program will be promoted in the center of the Library homepage through the rotating images area.
3. Social media: Announcements will be posted to the Library's Facebook and Twitter page.
4. Bulletin board: The electronic Bulletin board is the official communication channel to disseminate information to faculty, staff and students at IU South Bend. The Library will post announcements about the launch of the E-reader Checkout program through the bulletin board.
5. Subject Librarian: The launch of the E-reader Checkout program and related information will be shared with faculty and students through subject librarians. The subject librarians will encourage faculty to share the information with their students and make students aware of the service through instruction and consultation efforts.
6. IU South Bend news: The Library will partner with the Office of Communications and Marketing at IU South Bend to promote the E-reader Checkout program through IU South Bend News.
7. The Preface: The Preface is a student publication which is widely read by IU South Bend students. The Library will promote the E-reader Checkout program by submitting an article to the Preface for publication.

How and when are you planning to share the results of your project beyond your local jurisdiction?

The Library will submit a report stating the outcome of the E-reader Checkout program to Indiana State Library by June 30, 2014.

Is this project a model for replication? If so, please explain.

This project could serve as a model for replication in academic, public and school libraries. This project is very scalable based on the size of the library and the populations served. For example, in a public library setting, e-readers can be loaded with popular magazines, adult and/or teen fiction and/or nonfiction. The E-reader can then be checked out to patron, so they can access the e-collection through the latest technology.

All funded grant projects are required to acknowledge the IMLS on all products.
For more information, go to <http://www.imls.gov/recipients/communication.shtm>.

PART V. EVALUATION PLAN

Outcomes Based Planning and Evaluation (OBPE) is the preferred evaluation method for your grant project.

Refer to <http://www.shapingoutcomes.org/course> for more information about Outcomes Based Planning and Evaluation (OBPE). If you are unfamiliar with the terms below, the site's [Glossary of Terms](#) is an excellent place to begin.

INPUTS

There are two major parts to the E-Reader Checkout Program. The first resource is the e-reader and the second resource is the purchase of e-content for popular magazines and fiction. In addition, human resources are needed. For example, the Head of Collection Services will be involved in purchase of electronic recreational materials and the Coordinator of Public Relations and Outreach will be involved in marketing of the e-readers checkout program.

OUTPUTS

The e-readers, loaded with popular magazines and fiction, will be available to checkout at the Circulation Desk. The loan period and fine policy will be based on the policy created by the Circulation Supervisor.

OUTCOMES

IU South Bend students will have access to new technologies to help them bridge the digital divide. Access to recreational reading materials will encourage reading and meet their social and cultural needs, in addition to their educational needs. Also, students and faculty will be well prepared for the use of e-reader and eTexts, which will enhance their teaching and learning experience at IU South Bend. Most importantly, IU South Bend students will be well prepared for locating, using and evaluating information effectively in a digital environment.

EVALUATION PLAN OVERVIEW

Describe how you will determine *whether* the needs of your target group were met by your project. Then explain how you will *measure the impact* of the project on your target audience(s).

To evaluate the success of the E-Reader Checkout Program at the Schurz Library, the library will gather both quantitative and qualitative data through a web-based survey, as well as circulation and vendor statistics a year after the program is implemented.

The web-based survey will target the IU South Bend population to find out their awareness, utilization and satisfaction of the E-Reader Checkout Program. The survey will be administered by the Coordinator of Web Services and will be available twelve months after the E-Reader Checkout Program is implemented. As the survey concludes, the Coordinator of Web Services will provide a report which summarizes the results for the Dean of Library Services.

As the e-readers will be checked out through the circulation system, quantitative statistics on how many times each type of e-readers was checked out will be gathered. Regarding the usage of electronic content, the library will seek statistics from corresponding vendors on frequencies and what types of material were accessed. Monthly statistics will be collected and reports provided to the Dean of Library Services.

EVALUATION INDICATORS

1. Number of times e-readers are checked out.
2. Number of titles accessed on e-readers.

EVALUATION METHODS

1. Circulation statistics of e-readers.
2. Access of titles on e-readers.
3. Patron feedback from web-based survey.

PART VI. PROJECT TIMETABLE

Using as few or as many rows as you need, complete a timetable of activities for each aspect of your proposed project that describes *what* will be done and indicates by *whom* and *when* it will be done.

PROJECT IMPLEMENTATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Research different types of e-reader	Coordinator of Web Services	June 2013
Purchase of equipment	Library Business Operations Manager	June 2013
Research electronic materials availability for each type of e-reader	Head of Collection Services & Coordinator of Web Services	June 2013
Selection, purchase and processing of electronic leisure materials	Head of Collection Services & Student Assistant	Ongoing
Establish circulation policy	Circulation Supervisor	July 2013
Training of circulation student assistants	Circulation Student Assistants	August 2013

COMMUNICATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Develop promotional materials	Coordinator of Public Relations and Outreach	September 2013

EVALUATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Create web-based survey	Coordinator of Web Services	March 2014
Gather circulation statistics	Circulation Supervisor	Ongoing
Gather electronic leisure materials access statistic	Head of Collection Services	Ongoing

REPORTING

ACTIVITY	WHO	WHEN (month and year or "ongoing")
First Quarter Progress Report	Project Director	August 31, 2013
Second Quarter Progress Report	Project Director	November 30, 2013
Third Quarter Progress Report	Project Director	February 28, 2014
Project Evaluation Plan	Project Director	May 31, 2014
Financial Final Report	Project Director or Fiscal Agent	June 30, 2014
Narrative Final Report	Project Director	June 30, 2014

PART VII. CONTINUATION PLAN

Explain how activities or benefits from the project will continue after the LSTA funding period has ended or if the program will not be continued, explain why.

Once the E-Reader Checkout Program is implemented, faculty and students at IU South Bend will benefit from the opportunity of exploring e-readers and e-books. For IU South Bend students, leisure/recreational materials on e-readers will provide resources which meet their social and cultural needs while encouraging reading.

If the E-Readers Checkout Program is well received, we would expect an increase in demand for e-readers to checkout at the Franklin D. Schurz Library. Also, we would expect there to be an increase in demand for the purchase of additional recreational titles. As faculty and students become more comfortable with e-readers and e-books, we also expect an increase in demand for e-books and other e-resources in the collection. As demand for e-readers and e-materials increases, the Library will present both

qualitative and quantitative data to the Academic Senate and administration of IU South Bend to demonstrate the importance of the E-Reader Checkout Program to the faculty and students of IU South Bend. In order to expand the benefits of E-Reader Checkout program, the library will request permanent funding to be added to base budget of the library, with special emphasis on building a stronger e-collection.

PART VIII. PROJECT BUDGET NARRATIVE

In narrative form by project budget category and funding source, describe your project budget items as listed in the Project Budget worksheet and briefly identify how they contribute to your proposed project. Be sure that each item for which you want LSTA funds is described in detail below. The Project Budget Narrative must match your Project Budget worksheet.

The Project Budget worksheet and guidelines on acceptable use of LSTA grant funds are available on our website:
<http://www.IN.gov/library/lsta.htm>.

PERSONAL SERVICES

Describe budget items to be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

SUPPLIES

Describe budget items to be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

To store the e-readers at the circulation desk, the library will purchase 10 media pouches and one package of twist hanging hooks. The total cost for both media pouches and hooks is \$98.19.

OTHER SERVICES & CHARGES

Describe budget items to be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

Several promotional materials (posters, bookmarks, table tents) will be created to promote the E-Reader Checkout Program. The printing cost of the promotional materials was based on a \$150 quote from the Copy Center at IU South Bend.

CAPITAL OUTLAYS**Describe budget items to be paid with LSTA funds.**

The E-Reader Checkout Program will require purchase of the following equipments: 10 e-readers, 10 e-reader case covers and 10 power adapters. The library got a quote for each of the item through the vendor website and the cost of each is listed below:

Device	Amount (\$)	Number	Sub-Total
iPad Mini	379	2	758
Kindle Fire HD	199	3	597
Nook HD	199	3	597
Kindle Paperwhite 3G	179	2	358
Marware Atlas Case Cover [for Kindle Paperwhite]	30	2	60
Marware MicroShell Folio Cover [for Kindle Fire]	39.99	3	119.97
Seaton Cover in Black [for Nook]	19.95	3	59.85
iPad mini LGND Premium Hard-Shell Folio	29.99	2	59.98
Nook power kit in asphalt	24.95	3	74.85
Kindle PowerFast for Accelerated Charging	19.99	2	39.98
Kindle US Power Adapter	19.99	2	39.98
		Total	2764.61

The four different types of e-readers will provide patrons an opportunity to explore the type of e-reader which best fits their reading preferences. As different vendors provide different ebooks and e-magazines, patrons will be able to browse different leisure/recreational reading when they checkout different e-readers. The total cost of purchasing 10 e-readers is \$2310.

As the use of e-readers are not limited to in library use, and patrons will be able to carry them around, a case cover will help to prevent or minimize damage to the e-readers while they are being checked out. The total cost for 10 e-reader case covers is \$299.8.

While most e-readers come with a USB cable which enables the e-reader to recharge through a computer, the library will purchase a separate power adapter which will enable the e-readers to be charged through an electronic outlet. The advantage of using power adapter to recharge the e-readers is flexibility; the e-readers can be charged anywhere, not tied to a computer. Total cost for chargers is \$154.81.

Currently, the library has subscription to ebook collections through Ebscohost and ebrary. The annual subscription cost for ebrary platform is \$1500/year, and the download capability for ebook Collection through Ebscohost cost \$300. In order to purchase individual leisure materials to build a leisure e-collection, the Library requests \$3000 from LSTA grant to purchase leisure e-books and e-magazines which will be loaded onto the 10 e-readers.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

The Schurz Library will also contribute \$1000 in purchase of electronic leisure materials. In addition to loading e-books and e-magazines to the devices, patrons will be able to use the web interface from Ebscohost's ebook Collection and ebrary to access our entire e-book collection. Besides, the Schurz Library will covers the annual subscription cost of \$1500 for ebrary and the download capability cost of \$300 for Ebscohost. The total contribution from Schurz Library for capital layout is \$2800.

PART IX. ASSURANCES

The Institute of Museum & Library Services (IMLS) requires the Indiana State Library to obtain certification from its sub-grant applicants regarding federal debt status, debarment and suspension, non-discrimination, a drug-free workplace, and other applicable assurances. These requirements are incorporated in the Assurances Statement below. Review the Statement and sign the certification form. If you receive a grant, you must comply with these requirements.

By signing the application form, the authorizing official, on behalf of the applicant, assures and certifies that, should a sub-grant be awarded, it will comply with the statutes outlined and all related IMLS and ISL regulations. These assurances shall obligate the applicant for the period during which Federal financial assistance is extended. The applicant recognizes and agrees that any such assistance will be extended in reliance on the representations and agreements made in these assurances, and that the United States government has the right to seek judicial enforcement of these assurances, which are binding on the applicant, its successors, transferees, and assignees, and on the authorized official whose signature appears on the application form.

Certifications Required of All Applicants

1. Financial, Administrative, and Legal Accountability;
2. Debarment and Suspension;
3. Non-Discrimination;
4. Drug-Free Workplace Act of 1988
5. Lobbying
6. E-Verify Employment Eligibility Verification
7. State Ethics Laws
8. Information Technology Accessibility Standards; and
9. Telephone Solicitations Laws

Certification of Authorizing Officials

I have examined this application, and I hereby certify on behalf of the applicant organization that:

1. The information provided is true and correct;
2. All requirements for a complete LSTA Grant application have been fulfilled;
3. The applicant will comply with all applicable payment, accounting, and reporting requirements; and
4. The applicant will comply with applicable certifications regarding Items 1-9 listed above under Certifications Required of All Applicants.

We, the undersigned, hereby certify that should this organization receive a sub-grant, the organization and its leaders will comply with all LSTA regulations, all statutes outlined, requirements as defined by the Indiana State Library (*Managing Your LSTA Grant*), and all applicable Federal statutes and regulations.

Name of Organization	Project Title	Submission Date <i>(month, day, year)</i>
<i>Trustees of Indiana Univ. - E-Reader Checkout Program</i>		<i>3/05/13</i>
Title of Principal Officer	Signature of Principal Officer	Signature Date <i>(month, day, year)</i>
<i>Assoc. VP for Research</i>	<i>Steven A. Martin</i>	<i>3/05/13</i>

STATE LIBRARY USE ONLY

Project Number	Approved	Not Approved	Amount Awarded				
Library Type	Public	School	Academic	Special	Multi-Type	SLAA	Institutional

PROJECT BUDGET

Your budget should provide an overview of all anticipated project costs from federal and local sources.

Round all amounts to the nearest whole dollar.

All amounts must match the amounts given in your Project Budget Narrative.

You are not limited to the space provided. Cells are set to expand as you type. Your budget may continue on to additional pages.

A row may be added anywhere by (1) right-clicking on the row above which you wish to insert the new row, (2) selecting *Insert* from the menu that appears and (3) selecting *Entire Row* from the next menu.

You are encouraged to obtain quotes for products and services to develop your application budget. Should your application be approved, your grant contract will include the project budget "as is" unless you request revision in advance. After contract, changes to the approved project budget must be requested of and approved by the Indiana State Library.

Line-by-line instructions in PowerPoint and PDF form are available to download from the Grant Application page of the Indiana State Library LSTA webpage: <http://www.in.gov/library/3732.htm>.

BUDGET ITEM	SOURCE OR METHOD OF COMPUTATION	LSTA GRANT FUNDS	COST SHARING	PROJECT TOTAL
Personal Services				
<i>Salaries & Wages</i>		0	0	0
<i>Employee Benefits</i>				
TOTAL PERSONAL SERVICES		\$0	\$0	\$0
Supplies				
<i>Supplies</i>	Media Pouches	0	98	98
TOTAL SUPPLIES		\$0	\$98	\$98
Other Services & Charges				
<i>Professional Services</i>				
<i>Communication & Transportation</i>				
<i>Printing & Advertising</i>	Price Quota	0	150	150
<i>Repair & Maintenance</i>				
TOTAL OTHER SERVICES & CHARGES		\$0	\$150	\$150
Capital Outlays				
<i>Furniture & Equipment</i>	Equipments	2764	0	2764
<i>Print, AV, Electronic Resources & Collection Materials</i>	Direct Purchase	3000	1000	4000
<i>Software</i>	Subscription	0	1800	1800
<i>Other Capital Outlays</i>				
TOTAL CAPITAL OUTLAYS		\$5,764	\$2,800	\$8,564
BUDGET TOTAL		\$5,764	\$3,048	\$8,812

LSTA funds cannot be used to supplant local or system funds.

LSTA funds may not be used for administrative overhead.



LIBRARY SERVICES AND TECHNOLOGY ACT GRANT APPLICATION

State Form 53456 (R5 / 12/12)
INDIANA STATE LIBRARY

GENERAL INFORMATION

Grant Program <i>please mark with an X</i>	Indiana Memory Digitization	Technology	Innovative Technology	Information Access for the Unserved
		x		
Project Title	IUPUI University Library Electronic Self-Service Directory			
Organization	Indiana University			
Full Mailing Address	980 Indiana Avenue, Room 2232 Indianapolis, IN 46202-2915			
Web Address	www.ulib.iupui.edu			
Organization Director	John W. Talbott, Asst. VP for Research Admn.	E-mail Address	spon2@iupui.edu	
Telephone Number	(317) 278-3473	Fax Number	(317) 274-5932	
Project Director <i>contact for grant purposes</i>	Taylor Bennett	E-mail Address	taykbenn@iupui.edu	
Telephone Number	(317) 278-2322	Fax Number	(317) 274-5932	
Fiscal Agent <i>responsible for fiscal reporting</i>	Jean Mercer, Director of Grant Services	E-mail Address	spon2@iupui.edu	
Telephone Number	(317) 278-3473	Fax Number	(317) 274-5932	
Federal Congressional District(s)	7th	County	Marion	
Estimated Number of People Served by Project During Grant Period	800,000-1 Million per year	LSTA Amount Requested	\$10,000	
Source of this Number <i>US Census, library circulation records, etc.</i>	Library circulation records	Amount of Cash Match	\$2,017	
FEIN Number/Tax ID Number	35-6001673	Total Cost of Project	\$12,017	
Federal DUNS Number <i>If unsure of this number, call 1-866-705-5711</i>	60-300-7902			

FEDERAL LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) PRIORITIES

Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.

<input type="checkbox"/>	Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.
<input checked="" type="checkbox"/>	Establish or enhance electronic and other linkages between and improve coordination to improve library services.
<input type="checkbox"/>	Provide training and professional development to enhance the skills of the current and future library workforce.
<input type="checkbox"/>	Develop public and private partnerships with other agencies and community-based organizations.
<input type="checkbox"/>	Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, with disabilities, and with limited functional literacy or information skills.
<input type="checkbox"/>	Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.
<input type="checkbox"/>	Develop library services that provide all users access to information through local, state, regional, national and international collaborations and networks

INDIANA STATE LIBRARY LSTA GOALS

Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.

<input checked="" type="checkbox"/>	Information Access - Indiana libraries will provide up-to-date, reliable access to information by utilizing effective telecommunications, technology, and resources. <i>(Includes projects involving technology, digitization, and resource sharing)</i>
<input type="checkbox"/>	Enhanced Services - Indiana libraries will improve services to residents, including services that support lifelong learning, employment, and civic engagement. <i>(Includes projects involving the following special populations: Children, Institutional, unserved / underserved, blind and physically handicapped and unemployed.)</i>
<input type="checkbox"/>	Capacity Building - Indiana libraries will improve the capacity of libraries through staff development and training opportunities.

PRIMARY PROJECT AUDIENCE

Mark next to AT LEAST ONE but NO MORE THAN THREE with an X to indicate your primary audience(s) for the project.

	Pre-Schoolers (0-5)	x	Seniors (65+)	x	Urban Populations
	Children (6-12)		People with Special Needs		Institutionalized Persons
	Youth (13-17)		Library Staff		Non- or Limited English Speakers
x	Adults (18-64)		Rural Populations		Statewide Public

PART I. PROJECT SUMMARY

Provide an abstract describing all project components in 150 words or less.

The University Library is in the heart of campus at IUPUI. Not only does the University Library serve as the main library for IUPUI's 200+ degree programs it also houses several different offices such as the University Writing Center and the Graduate Office. Since it is much more than a library, an electronic self-service directory will help patrons find what they're searching for in the University Library. With more than 800,000 visitors entering through one of two entrances, the University Library wants to serve these patrons by helping them find what they are searching for quickly and effectively. An electronic directory will help patrons find the office, service, or event they are seeking through an interactive touch screen. The University Library would like to request \$10,000 to purchase and install an interactive informational directory.

PART II. NEEDS STATEMENT

Describe the need or problem that generated this project and explain how you determined this need.

The University Library needs a centralized place for information and direction on the ground level. The main entrance from the campus quadrangle is not currently staffed. This is the primary entrance for the campus and it welcomes on average 40,000 visitors each day. The self-service interactive directory station at the main entrance of the library will be an easy way to find resources and various departments, offices, events, and meetings. This service will be especially useful to community patrons, who make up 10% of the library's annual gate count and many of whom are first-time users of the University Library.

Recently, a team of four Visual Communication students from the IUPUI Herron School of Art and Design conducted an analysis of the way patrons find their way around the library building. In their research, the students found that patrons felt the library was difficult to navigate. Information is not presented in a visually stimulating manner. Instead there are simple black and white printed maps that do not catch the eye. Additionally, the first floor entrance has a free-standing sign indicating locations of key service points and offices in the building. Although this directory is useful, it doesn't include a map and users still find themselves lost since nothing clearly indicates that their location on the first floor. Budget constraints prohibit the library from staffing the ground level entrance at this time. An interactive electronic directory will be a valuable tool for visitors.

Identify the goal from the *Indiana State Library's Five-Year LSTA Plan* (posted at <http://www.IN.gov/library/lsta.htm>) that your project will address and explain how your project will address this goal.

The new directory aligns with the enhanced services goal of the Indiana State Library's Five-Year LSTA Plan. The directory will improve the University Library's services because patrons will be able to find what they are searching for quicker. This includes our community users who are primarily seeking access to the internet and make up 10% of our patrons. This directory will show where there are open computer stations making it easier for patrons to find an open computer with internet access. Community patrons depend on these computers to look for jobs, type resumes, or connect with family and friends. According to assessments by University Library Client Support Team members, Internet Explorer and Microsoft Word are the most frequently used applications on the library's public computers.

PART III. OBJECTIVES, ACTIVITIES, & EVALUATION**OBJECTIVES**

Describe the overall objectives of your project.

Enhanced patron experience, improved communications and way-finding for users. The University Library houses other campus offices and each semester hosts a number of events for students and the public. We receive numerous requests to post information about classes and events in the library and have limited opportunities to do this in appropriate ways. In addition to better supporting patrons seeking library services and resources, an electronic directory affords us an opportunity to effectively communicate the times and locations of events taking place in the library.

ACTIVITIES

Describe all project activities in detail.

This self-service directory will serve many purposes. The first service will be as an interactive map. Patrons will be able to click on the map to see the various offices, service points, or event locations. Also special events will be listed on the directory so patrons will be able to find their event with ease. The library frequently receives request from other departments inside the building, student groups, and external organizations meeting in the building to post signage about their events. Staff listings with office numbers will also be a feature of this directory. This will allow students to find their subject librarian or community members to find the staff/faculty member they are searching for. Currently on our website we have a feature that allows patrons to see open computer stations in the library. This feature will be available on the directory as well. The various service points in the library will be identified and explained as well so patrons can go to the correct desk on the first attempt. In other words, students with research questions will know to go to the reference desk instead of the circulation desk. Additionally, the University Library will be working as required with the IUPUI Adaptive Educational Services office to ensure that the new directory display and interface meet the necessary ADA requirements. Finally, there are already security measures, such as video cameras and security patrols by staff, to help deter damage, theft of vandalism to the directory.

Identify project staff and detail their individual roles in your proposed project.

The Client Support Team, which is the University Library's IT team, will head this project. Team members and the Operations Specialist have helped research costs such as hardware, software, and installation related to this project. This library team will also manage and create content for the directory. This software is already in use in the library and we have found it to be effective and flexible. The Client Support Team will also be overseeing the evaluation process related to this project, collecting all the data and analyzing it.

The acquisition and installation of the hardware will be done by our building coordinator and the university architect's office.

The University Library's External Relations Team will implement the communication plan which will include a press release as well as an article for the library's newsletter. There are a number of campus outlets available to share information about this new service.

PART IV. COMMUNICATION PLAN

Grantees are encouraged and expected to publicize the project through available and appropriate media outlets. How will you promote your project to your target audience?

This project will be publicized through our normal channels of communication. These channels include posting the information on our website, creating a press release and pushing it through the campus marketing department. The IUPUI Office of Marketing and Communications, does public relations for the whole campus and helps get the word out about units' news and events. The Office of Marketing and Communications' efforts sometimes lead to local press coverage. The library will also provide additional signage in key locations to help draw patrons to the directory and encourage them to use it. Finally, the library will feature a story about this project in our quarterly newsletter which goes out to a large number of library donors, friends, and community partners.

How and when are you planning to share the results of your project beyond your local jurisdiction?

Some of the University Library librarians are looking at presenting on our way-finding strategies at upcoming library conferences. This is a great way to let library professionals across the nation hear what we are doing to enhance the experience of University Library patrons.

Is this project a model for replication? If so, please explain.

This project may be a model of replication. The library hopes to install a similar station at its second floor entrance at some point in the future.

All funded grant projects are required to acknowledge the IMLS on all products.
For more information, go to <http://www.imls.gov/recipients/communication.shtm>.

PART V. EVALUATION PLAN

Outcomes Based Planning and Evaluation (OBPE) is the preferred evaluation method for your grant project.

Refer to <http://www.shapingoutcomes.org/course> for more information about Outcomes Based Planning and Evaluation (OBPE). If you are unfamiliar with the terms below, the site's [Glossary of Terms](#) is an excellent place to begin.

INPUTS

- IUPUI University library staff, including Client Support Team and External Relations Team
- Computer software/Server/ Hardware

OUTPUTS

- Enhanced way-finding and information services for library patrons via an interactive informational directory

OUTCOMES

- Improved access to library services and an increase in patron satisfaction

EVALUATION PLAN OVERVIEW

Describe how you will determine *whether* the needs of your target group were met by your project. Then explain how you will *measure the impact* of the project on your target audience(s).

Evaluation for the self-service directory will be three channels. The first will be observations by the Client Support Team of the usage of the directory. Client Support Team members will observe at random the directory usage twice a month after installation to see how many patrons are using the directory. The second method of evaluation will be incorporating an instant survey which will pop up after the patron searches the directory. It will be no more than three questions asking the patrons if they found the information they were searching for, if the directory was easy to use, and if they will use it again. Finally, the Client Support Team will be able to gather information from the directory itself regarding which resources in the directory are getting the most use and when. This information will be used with the survey data to get a good idea of how the directory is being used and how user-friendly it proves to be.

EVALUATION INDICATORS

Evaluation will be based on the traffic and usage patterns of the directory, along with student and patron feedback.

EVALUATION METHODS

Surveys, software data from the directory, and observation and anecdotal evidence as gathered by the library's Client Support Team will serve as evaluation methods.

PART VI. PROJECT TIMETABLE

Using as few or as many rows as you need, complete a timetable of activities for each aspect of your proposed project that describes *what* will be done and indicates by *whom* and *when* it will be done.

PROJECT IMPLEMENTATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Work with architects office on design/approval	Operations Specialist, IU Architect's Office	March 2013
Software design/interface & compile content	Operations Specialist, Client Support Team Member	July 2013
Order directory	Building Coordinator	August 2013
Run power and data to directory location	University facilities staff	December 2013
Install directory	Operations Specialist, Client Support Team Member, University facilities staff	December 2013

COMMUNICATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Press Release	External Relations Team	January 2014
Newsletter Article	External Relations Team	February 2014

EVALUATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Visual observations	Operations Specialist, Client Support Team Member	ongoing
Collect usage stats	Operations Specialist	ongoing
Survey data analysis	Operations Specialist	ongoing

REPORTING

ACTIVITY	WHO	WHEN (month and year or "ongoing")
First Quarter Progress Report	Project Director	August 31, 2013
Second Quarter Progress Report	Project Director	November 30, 2013
Third Quarter Progress Report	Project Director	February 28, 2014
Project Evaluation Plan	Project Director	May 31, 2014
Financial Final Report	Project Director or Fiscal Agent	June 30, 2014
Narrative Final Report	Project Director	June 30, 2014

PART VII. CONTINUATION PLAN

Explain how activities or benefits from the project will continue after the LSTA funding period has ended or if the program will not be continued, explain why.

David Lewis, Dean of the University Library, has endorsed the plan for integrating this new equipment to better meet the needs of students and community patrons. The upkeep of the equipment will be folded in the annual budget for technology maintenance and repair. The software has an annual cost of \$125; the library will cover this cost after the first year. The library feels this directory will become a vital part of the building and is willing to invest in this service each year.

PART VIII. PROJECT BUDGET NARRATIVE

In narrative form by project budget category and funding source, describe your project budget items as listed in the Project Budget worksheet and briefly identify how they contribute to your proposed project. Be sure that each item for which you want LSTA funds is described in detail below. The Project Budget Narrative must match your Project Budget worksheet.

The Project Budget worksheet and guidelines on acceptable use of LSTA grant funds are available on our website: <http://www.IN.gov/library/lsta.htm>.

PERSONAL SERVICES

Describe budget items to be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

The University Library will be paying for the salaries and benefits of a Client Support Team member and an Operations Specialist. These two staff members will be leading the project which will include the software, creating the content for the directory, and the evaluation process.

SUPPLIES

Describe budget items to be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

OTHER SERVICES & CHARGES

Describe budget items to be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

CAPITAL OUTLAYS

Describe budget items to be paid with LSTA funds.

The University Library will purchase an all-in-one kiosk to use for the interactive directory with the LSTA Funds. This unit includes the stand, the computer, and the screen with touch screen capabilities as well as part of the shipping costs. This unit will serve as the directory unit placed by the main entrance of the library. In order for this unit to function the library will have to hire the campus facilities team to run power and data for internet connection to the unit. Finally, the last cost to be covered by the LSTA grant will be a one year subscription to the Four Winds Interactive software which will run on the computer in the stand.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

The University Library will be paying for part of the shipping costs of the directory unit.

PART IX. ASSURANCES

The Institute of Museum & Library Services (IMLS) requires the Indiana State Library to obtain certification from its sub-grant applicants regarding federal debt status, debarment and suspension, non-discrimination, a drug-free workplace, and other applicable assurances. These requirements are incorporated in the Assurances Statement below. Review the Statement and sign the certification form. If you receive a grant, you must comply with these requirements.

By signing the application form, the authorizing official, on behalf of the applicant, assures and certifies that, should a sub-grant be awarded, it will comply with the statutes outlined and all related IMLS and ISL regulations. These assurances shall obligate the applicant for the period during which Federal financial assistance is extended. The applicant recognizes and agrees that any such assistance will be extended in reliance on the representations and agreements made in these assurances, and that the United States government has the right to seek judicial enforcement of these assurances, which are binding on the applicant, its successors, transferees, and assignees, and on the authorized official whose signature appears on the application form.

Certifications Required of All Applicants

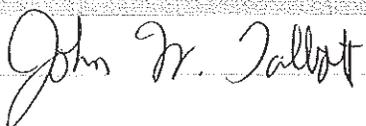
1. Financial, Administrative, and Legal Accountability;
2. Debarment and Suspension;
3. Non-Discrimination;
4. Drug-Free Workplace Act of 1988
5. Lobbying
6. E-Verify Employment Eligibility Verification
7. State Ethics Laws
8. Information Technology Accessibility Standards; and
9. Telephone Solicitations Laws

Certification of Authorizing Officials

I have examined this application, and I hereby certify on behalf of the applicant organization that:

1. The information provided is true and correct;
2. All requirements for a complete LSTA Grant application have been fulfilled;
3. The applicant will comply with all applicable payment, accounting, and reporting requirements; and
4. The applicant will comply with applicable certifications regarding items 1-9 listed above under Certifications Required of All Applicants.

We, the undersigned, hereby certify that should this organization receive a sub-grant, the organization and its leaders will comply with all LSTA regulations, all statutes outlined, requirements as defined by the Indiana State Library (*Managing Your LSTA Grant*), and all applicable Federal statutes and regulations.

Name of Organization	Project Title	Submission Date (month, day, year)
Indiana University	IUPUI University Library Electronic Self-Service Directory	03/11/2013
Title of Principal Officer	Signature of Principal Officer	Signature Date (month, day, year)
Asst. Vice President of Research Admn.		3-12-13

STATE LIBRARY USE ONLY							
Project Number		Approved		Not Approved		Amount Awarded	
Library Type	Public	School	Academic	Special	Multi-Type	SLAA	Institutional

PROJECT BUDGET

Your budget should provide an overview of all anticipated project costs from federal and local sources.

Round all amounts to the nearest whole dollar.

All amounts must match the amounts given in your Project Budget Narrative.

You are not limited to the space provided. Cells are set to expand as you type. Your budget may continue on to additional pages.

A row may be added anywhere by (1) right-clicking on the row above which you wish to insert the new row, (2) selecting *Insert* from the menu that appears and (3) selecting *Entire Row* from the next menu.

You are encouraged to obtain quotes for products and services to develop your application budget. Should your application be approved, your grant contract will include the project budget "as is" unless you request revision in advance. After contract, changes to the approved project budget must be requested of and approved by the Indiana State Library.

Line-by-line instructions in PowerPoint and PDF form are available to download from the Grant Application page of the Indiana State Library LSTA webpage: <http://www.in.gov/library/3732.htm>.

BUDGET ITEM	SOURCE OR METHOD OF COMPUTATION	LSTA GRANT FUNDS	COST SHARING	PROJECT TOTAL
Personal Services				
<i>Salaries & Wages</i>				
Client Support Team Member	Library Budget	\$0	\$704	\$704
Operations Specialist	Library Budget	\$0	\$527	\$527
<i>Employee Benefits</i>				
Client Support Team Member	Based off the rate of 43.34%	\$0	\$305	\$305
Operations Specialist	Based off the rate of 40.06%	\$0	\$211	\$211
TOTAL PERSONAL SERVICES		\$0	\$1,747	\$1,747
Supplies				
<i>Supplies</i>				
TOTAL SUPPLIES				
Other Services & Charges				
<i>Professional Services</i>				
<i>Communication & Transportation</i>				
<i>Printing & Advertising</i>				
<i>Repair & Maintenance</i>				
TOTAL OTHER SERVICES & CHARGES				
Capital Outlays				
<i>Furniture & Equipment</i>				
Self-service directory unit-includes stand, screen, and computer	Zivelo	\$7,450	\$0	\$7,450
Shipping of the directory unit	Zivelo	\$225	\$270	\$495
<i>Print, AV, Electronic Resources & Collection Materials</i>				
Wiring power and data to directory	IU Architect's Office	\$2,200	\$0	\$2,200
<i>Software</i>				
Four Winds Interactive	Four Winds Interactive	\$125	\$0	\$125
<i>Other Capital Outlays</i>				
TOTAL CAPITAL OUTLAYS		\$10,000	\$270	\$10,270
BUDGET TOTAL		\$10,000	\$2,017	\$12,017

LSTA funds cannot be used to supplant local or system funds.

LSTA funds may not be used for administrative overhead.



LIBRARY SERVICES AND TECHNOLOGY ACT GRANT APPLICATION

State Form 53456 (R5 / 12/12)
INDIANA STATE LIBRARY

GENERAL INFORMATION

Grant Program <i>please mark with an X</i>	Indiana Memory Digitization	Technology	Innovative Technology	Information Access for the Unserved
		X		
Project Title	iPads as Workforce Development Tools			
Organization	Ivy Tech Community College-Central Indiana Region			
Full Mailing Address	50 West Fall Creek Parkway North Drive			
Web Address	www.ivytech.edu/indianapolis/			
Organization Director	Thomas J. Snyder	E-mail Address	mhawkins27@ivytech.edu	
Telephone Number	(317) 916-7942	Fax Number	(317) 925-4861	
Project Director <i>contact for grant purposes</i>	Jan Woodall	E-mail Address	jwoodall1@ivytech.edu	
Telephone Number	(317) 917-5742	Fax Number	(317) 917-5719	
Fiscal Agent <i>responsible for fiscal reporting</i>	Jason Bond	E-mail Address	jbond13@ivytech.edu	
Telephone Number	(317) 916-7984	Fax Number	(317) 921-4246	
Federal Congressional District(s)	7	County	Marion	
Estimated Number of People Served by Project During Grant Period	125	LSTA Amount Requested	\$10,000	
Source of this Number <i>US Census, library circulation records, etc.</i>	Student enrollment data	Amount of Cash Match	\$1,000	
FEIN Number/Tax ID Number	35-1180631	Total Cost of Project	\$11,000	
Federal DUNS Number <i>If unsure of this number, call 1-866-705-5711</i>	072066681			

FEDERAL LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) PRIORITIES

- Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.
- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.
- Establish or enhance electronic and other linkages between and improve coordination to improve library services.
- Provide training and professional development to enhance the skills of the current and future library workforce.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, with disabilities, and with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.
- Develop library services that provide all users access to information through local, state, regional, national and international collaborations and networks

INDIANA STATE LIBRARY LSTA GOALS

- Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.
- Information Access - Indiana libraries will provide up-to-date, reliable access to information by utilizing effective telecommunications, technology, and resources. *(Includes projects involving technology, digitization, and resource sharing)*
- Enhanced Services - Indiana libraries will improve services to residents, including services that support lifelong learning, employment, and civic engagement. *(Includes projects involving the following special populations: Children, Institutional, unserved / underserved, blind and physically handicapped and unemployed.)*
- Capacity Building - Indiana libraries will improve the capacity of libraries through staff development and training opportunities.

PRIMARY PROJECT AUDIENCE

Mark next to AT LEAST ONE but NO MORE THAN THREE with an X to indicate your primary audience(s) for the project.

<input type="checkbox"/>	Pre-Schoolers (0-5)	<input type="checkbox"/>	Seniors (65+)	<input checked="" type="checkbox"/>	Urban Populations
<input type="checkbox"/>	Children (6-12)	<input type="checkbox"/>	People with Special Needs	<input type="checkbox"/>	Institutionalized Persons
<input checked="" type="checkbox"/>	Youth (13-17)	<input type="checkbox"/>	Library Staff	<input type="checkbox"/>	Non- or Limited English Speakers
<input checked="" type="checkbox"/>	Adults (18-64)	<input type="checkbox"/>	Rural Populations	<input type="checkbox"/>	Statewide Public

PART I. PROJECT SUMMARY

Provide an abstract describing all project components in 150 words or less.

The "iPads as Workforce Development Tools" project will allow the main library of Ivy Tech Community College's Central Indiana region (Ivy Tech-Central Indiana) to purchase 15 iPads and maintain them for use by library patrons. iPads and other tablet technologies serve several functions in business settings. Tablets can be used for project management, presentation preparation, and projects involving teamwork. Additionally, tablets can be used as face-to-face communication tools for employees in different locations. A tablet's versatility provides an advantage over traditional desktop computers, and iPads and other technologies are increasingly being utilized in workplaces. A pilot group of students will utilize the iPads in their coursework on a regular basis to help Ivy Tech-Central Indiana staff and faculty determine how to best use the iPad as a workforce development tool. The findings of the project will be widely distributed, and the pilot project may be expanded based on stakeholder feedback.

PART II. NEEDS STATEMENT

Describe the need or problem that generated this project and explain how you determined this need.

Youth and adult populations throughout Central Indiana need to know how to conduct business using modern-day technology in order to increase their chances for postsecondary and career success. The Ivy Tech-Central Indiana library currently maintains 30 computers which are available for use by Ivy Tech students and the Central Indiana community at large. While these computers are routinely in use, no one in the library is focused specifically on guiding students and the public in digital communication. Students need to be guided in proper internet etiquette in workplace settings. This includes learning how to communicate digitally through e-mail and other tools such as Skype, utilizing digital word processing technology, and creating compelling presentations on a computer.

Ivy Tech's main Central Indiana campus is located in Indianapolis's Mid-North neighborhood, which is one of the most economically depressed neighborhoods of Indianapolis according to The Indianapolis Department of Metropolitan Development's Data Book for the Mid-North neighborhoods. In 2000, the median family income of Mid-North residents was \$24,091, which is significantly less than Marion County's rate of \$46,276. Fewer employment opportunities exist in the Mid-North neighborhood than in other parts of the city; the number of business addresses vacant for three months or more in the Mid-North area is approximately double that of Marion County overall. Many of the residents living near the campus face the same financial difficulties as the majority of the region's students. Approximately 60 percent of Ivy Tech-Central Indiana students received need-based financial aid during the Fall 2012 term, and may not have access to technologies such as laptops and iPads upon which to regularly practice their digital communication skills. Students also struggle with the purchase of books and other essential school supplies. The library's introduction of a mobile iPad classroom would be instrumental in helping ensure that Ivy Tech-Central Indiana students and community residents are prepared for careers in today's business settings.

The need for this project was determined through the Director of Libraries' observations as she interacted with students and community users. Ivy Tech-Central Indiana Director of Libraries Jan Woodall has seen the positive impact that a mobile classroom can have on students and others preparing to enter the workforce, and believes that a mobile iPad classroom is an ideal way to help increase the effectiveness of telecommunications, technology, and resources used in the library.

Identify the goal from the *Indiana State Library's Five-Year LSTA Plan* (posted at <http://www.IN.gov/library/lsta.htm>) that your project will address and explain how your project will address this goal.

The "iPads as Workforce Development Tools" project will directly address the Indiana State Library's goal of aiding libraries in "improving services to Indiana residents, including services that support lifelong learning, employment, and civic engagement." Ivy Tech-Central Indiana's main library, the Julia M. Carson Learning Resource Center (Learning Center), will be better equipped to provide patrons with job preparation and training through the availability of iPads. The use of iPads can assist patrons in technological skills advancement so that they are better prepared for the workforce; the mobility of the iPads will allow a greater number of community members to host and participate in job training courses and seminars using the Learning Center's facilities and technology. Additionally, iPads have several features which allow residents with visual or physical disabilities to make better use of the library's educational and workforce development materials. These features include screen reading technology, audible

alert capabilities, and closed captioning. iPad technology will provide a practical, effective option for engaging library users in community programs, public discussions, and projects as they begin or continue their career journeys.

PART III. OBJECTIVES, ACTIVITIES, & EVALUATION

OBJECTIVES

Describe the overall objectives of your project.

The "iPads as Workforce Development Tools" project will make iPads available to library patrons in order to fulfill the primary objectives of the project, which are to:

- 1) Determine whether or not students feel more engaged in their learning through the use of iPads as opposed to more traditional teaching materials;
- 2) Explore ways in which tablets may be used to prepare library patrons for the workforce including job searching, preparing presentations, and navigating a team environment; and
- 3) Familiarize library staff with the use of iPads as workforce development tools so that they will be better able to recommend and instruct patrons on the best uses of iPads in a variety of educational and business environments.

Another objective of the project is to compare the upfront and ongoing costs of using tablets versus traditional computers. Expenses will be tracked throughout the project to evaluate any cost differences, and Ivy Tech-Central Indiana will have more information available to make decisions on technology purchases at the completion of the project.

ACTIVITIES

Describe all project activities in detail.

With financial support from Ivy Tech-Central Indiana and the Indiana State Library, 15 iPads will be purchased during the project's pilot phase. The iPads will be configured and installed on Ivy Tech-Central Indiana's networks. The iPads will be housed in the Julia M. Carson Learning Resource Center and maintained by library and technology staff at Ivy Tech-Central Indiana; each iPad and its corresponding accessories (chargers, etc.) will be coded and placed behind the circulation desk at the library. Select library staff will be trained on the use of iPads in the classroom and as workforce development tools. This training will take place within the six month period after the iPads have been purchased by the school. iPads will be available for use in library facilities during the grant period.

Ivy Tech-Central Indiana's Associate Accelerated Program (ASAP) participants will serve as the pilot group for the iPads. ASAP students are encouraged to think of college as a job. In addition to obtaining knowledge and hands-on experience in an academic program, they are educated in areas that are critically important to employers, like time management and teamwork. ASAP students also stay with the same group of students throughout their time in the program, which allows them to share successes and overcome challenges together—just as they will with coworkers when they begin their careers. ASAP students will frequently utilize iPads for class projects and use them as tools for developing skills of teamwork, time management, and project management. They will work with Ivy Tech-Central Indiana faculty and staff to determine the merits of using iPads as opposed to other available technologies. iPad usage will not be restricted to ASAP students exclusively; however, the director of the group, Jeff Jourdan, has agreed to work closely with the library staff during the pilot phase.

When the iPads are not being used by ASAP participants for group work, other Learning Center patrons will be able to use the iPads while in library facilities. Members of the community will be encouraged to make use of the iPads for seminars, meetings, and job training sessions where tablet technology may have some added benefit to the Learning Center's community users.

Identify project staff and detail their individual roles in your proposed project.

Jan Woodall is the Director of Libraries for Ivy Tech's Central Indiana region and will serve as the Project Director for the proposed project. Her role in the proposed project is to determine the library staff who will be instructed on iPad usage, set standards for the training of selected library staff, ensure that all selected library staff receive appropriate training, and provide grant reports as requested to the Indiana State Library. Her role in the project also requires making decisions about the space in the Learning Center that will be dedicated to iPads and working with the ASAP Director to set a strategic direction for the use of iPads as workforce development tools.

Jeff Jourdan is the Director of Ivy Tech-Central Indiana's ASAP program. His role in the proposed project is to work with Jan Woodall to set a strategic direction for the use of iPads as workforce development tools. He and Jan Woodall will research the many ways that tablets are currently being used in higher education institutions, and work with the faculty who teach the ASAP students to develop curriculum involving applications offered by the iPad, including playback and other features. If the pilot program is successful, Jeff will also create and provide some basic resources to help other faculty, staff, and community members utilize iPads and incorporate them into classroom curriculum and library programming.

Frank Moman is Ivy Tech-Central Indiana's Vice Chancellor of Academic Programs. His role will be to monitor and evaluate the success of the project in conjunction with Ivy Tech-Central Indiana's Institutional Research department. He will supervise Jan and Jeff throughout the program's pilot phase, and will provide suggestions for how the use of tablet technology can be expanded in future years if the pilot program is successful.

Scott Painter is Ivy Tech's Manager of Desktop Services. Mr. Painter is in charge of all of the College's technology purchases. He will serve as the main contact from the IT Department for this project, and will assist with the purchase and setup of the iPads at Ivy Tech-Central Indiana's Learning Center.

Rick Bentley is the Director of Academic Assessment for Ivy Tech-Central Indiana. His role in the "iPads as Workforce Development Tools" project is to assist Frank Moman and Jeff Jourdan in the development and analysis of the project's evaluation tools.

PART IV. COMMUNICATION PLAN

Grantees are encouraged and expected to publicize the project through available and appropriate media outlets. How will you promote your project to your target audience?

The "iPads as Workforce Development Tools" project will, at first, be promoted to faculty and staff at Ivy Tech-Central Indiana. There will be a press release and an e-mail sent out detailing the purchase of 15 iPads for library patron use. The press release and e-mail will also detail the pilot program for the iPad, and provide contact information for library staff that will be able to lend iPads to patrons while they are on the Learning Center premises.

Once the ASAP students have spent some time becoming familiar with the iPads and have a better idea of how the tablets can best encourage the development of workforce skills including public speaking, teamwork, project and time management, and presentation design and preparation, some students will use the tablet's technology to market the "iPads as Workforce Development Tools" program to the wider audience of library patrons. The exact nature of what types of marketing may be used will be determined by ASAP students, but may include poster design and distribution or presentations to interested parties.

How and when are you planning to share the results of your project beyond your local jurisdiction?

The results of the pilot project will be distributed to other ASAP programs and libraries throughout the Ivy Tech Community College network. ASAP programs currently exist in the Northeast, Lafayette, and North Central regions of Indiana; these regions host students from cities including Fort Wayne, Crawfordsville, Lafayette, Elkhart, South Bend, and Warsaw. Other ASAP programs are currently in development in other Ivy Tech Community College regions. Ivy Tech-Central Indiana's results will be used to determine whether or not accelerated programs and libraries on Ivy Tech Community College's campuses and on other college campuses can benefit from purchasing iPads for their students to be used as learning and workforce development tools. Director of Libraries Woodall will also draft an article about the results of the pilot program and distribute it to her colleagues at other libraries throughout the state and region.

If Ivy Tech-Central Indiana finds the use of iPads to be significantly beneficial to current workforce development efforts on campus and in the community, the resources developed throughout the pilot program will be widely distributed through online and offline networks, including the Ivy Tech-Central Indiana website and other websites and social media applications as appropriate. Additionally, the results of the pilot study will be shared with numerous library science programs and students, faculty, and staff at public and private institutions of higher education throughout the state.

Is this project a model for replication? If so, please explain.

This project is definitely a model for replication. Although Ivy Tech - Central Indiana's "iPads as Workforce Development Tools" program will be considered a pilot program, the program is an adaptation of initiatives at several other institutions which have integrated iPads and other tablet technologies into educational environments. If the successes of Ivy Tech-Central Indiana's program outweigh its challenges, the project may be easily duplicated by the purchase of additional iPads and the involvement of additional Ivy Tech-Central Indiana faculty and staff. The results of the project will also be widely distributed so that libraries at other institutions of higher education can replicate the project or change it slightly to fit the needs of their patrons.

All funded grant projects are required to acknowledge the IMLS on all products.
For more information, go to <http://www.imls.gov/recipients/communication.shtm>.

PART V. EVALUATION PLAN

Outcomes Based Planning and Evaluation (OBPE) is the preferred evaluation method for your grant project.

Refer to <http://www.shapingoutcomes.org/course> for more information about Outcomes Based Planning and Evaluation (OBPE). If you are unfamiliar with the terms below, the site's [Glossary of Terms](#) is an excellent place to begin.

INPUTS

Inputs of the "iPads as Workforce Development Tools" program include library space to keep the iPads when they are not being used, the upkeep of library space where students will use the iPads, and librarians' time to learn about the devices so as to be able to answer questions about them accordingly. Another input to the project is the significant staff time necessary to manage the set of iPads, oversee the administration of grant funds, develop relevant curriculum involving the use of iPads in the classroom, and successfully evaluate the pilot program. Other inputs include the set of iPads, the library patrons' time required to learn how to use the iPads, and the time necessary for students to use the iPads in classroom settings and provide feedback on the level to which tablet technology serves as an added benefit in developing workforce skills (such as time management, project management, public speaking, and teamwork).

OUTPUTS

Outputs of the project include 15 iPads purchased, three library staff trained in attendance at a professional development workshop related to tablet technology in libraries, and two evaluations conducted on the usefulness of iPads in the classroom. By the end of the grant period, approximately four courses will have been offered at least twice throughout the semester which made use of the iPad as a learning tool, and three seminars for community members will have been taught which made use of the iPads in some capacity.

OUTCOMES

An intended short-term outcome of the project is that library patrons who have participated in the "iPads as Workforce Development Tools" project will have a basic knowledge of the available apps and websites including job information relevant to their field. Another short-term outcome is that librarians will know what iPads can best be utilized for in helping to provide resources necessary to library patrons when they are preparing to enter the workforce. Mid-term outcomes include the library director's and ASAP program director's ability to develop relevant, interactive curriculum based on their research about how iPads can best be utilized in the classroom to develop skills necessary for the workforce. Another mid-term outcome will be that library patrons who have used the iPads on a regular basis throughout the grant period (at least monthly) show increased ability to work with others in teams and manage projects effectively and efficiently. Long-term outcomes of the project include changes in staff, faculty, and students, and community library patrons' ability to utilize iPads as a learning tool for developing workplace skills or helping to foster appropriate workplace etiquette in others.

EVALUATION PLAN OVERVIEW

Describe how you will determine *whether* the needs of your target group were met by your project. Then explain how you will *measure the impact* of the project on your target audience(s).

Ivy Tech-Central Indiana will determine whether the needs of the target group were met by the project through evaluation of the pilot group using pre- and post-project survey evaluations. Faculty and staff surveys will also be one aspect of how the project will be measured. The impact of the project will be measured in Ivy Tech-Central Indiana's target audiences by observing any notable changes over time when comparing the pre- and post-test survey evaluations and qualitative comments from staff who were involved in the project in some capacity. The Project Director will work with internal and external stakeholders to develop and measure evaluations as appropriate for the project.

EVALUATION INDICATORS

Evaluation indicators for this project include the following:

- 1) Ninety-five percent of students who have used the iPad in a classroom setting throughout the course of the pilot program will show some level of observable change in the extent to which they are familiar with the iPad;
- 2) Ninety percent of library patrons who have used the iPad to gain workforce development skills such as teamwork or time management (explicit or implied) during the grant period will claim that the iPad was a valuable tool because of its unique features and versatility; and
- 3) Ninety percent of Ivy Tech-Central Indiana staff and faculty who have used the college-owned iPads throughout the course of the grant period will express interest in continuing to use them in the future and purchasing additional iPads for use by Ivy Tech-Central Indiana patrons.

EVALUATION METHODS

Two surveys will be given to ASAP students who are serving as the pilot group for this project. One survey will be filled out by students before the grant period, and another survey will be filled out by students at the completion of the grant period. Both evaluations will involve the use of an iPad, and will require at least some component of work in a team environment. The evaluations will ask basic questions about the level of tablet knowledge and familiarity each student has with the iPad device before and after the grant period. Additionally, staff who utilized the iPads with their students throughout the grant period will be asked to provide their thoughts after the grant period about whether or not the project achieved its objectives of better engaging students in the learning process and developing skills necessary for the workforce.

PART VI. PROJECT TIMETABLE

Using as few or as many rows as you need, complete a timetable of activities for each aspect of your proposed project that describes *what* will be done and indicates by *whom* and *when* it will be done.

PROJECT IMPLEMENTATION		
ACTIVITY	WHO	WHEN (month and year or "ongoing")
Identify relevant professional development opportunities available for library staff to attend	Jan Woodall (Project Director)	July 2013
Purchase 15 iPads	Ivy Tech IT Department staff	July 2013
Inventory iPads and related accessories; inform Ivy Tech - Central Indiana faculty and staff about the availability of iPads for special projects	Three select library staff members	August 2013
Attend professional development sessions relevant to "iPads as Workforce Development Tools" project	Three select library staff members	Through December 2013
Work with ASAP faculty and staff members to develop curriculum for students which involves the use of iPad technology	Jan Woodall, Jeff Jourdan	Ongoing
Organize and host three seminars for community members on how iPads are used in workplace environments, and how iPads can be used to search for work online	Three select library staff members	Through September 2014
COMMUNICATION		
ACTIVITY	WHO	WHEN (month and year or "ongoing")
Send e-mail to all staff members about the purchase of the iPads for use by library patrons for special projects and other initiatives; post press release on Ivy Tech - Central Indiana's internal website	Project Director	August 2013

Distribute results of pilot program to other ASAP programs at Ivy Tech Community College and to institutions of higher education throughout the state

Project Director and Jeff Jourdan

August 2014

ACTIVITY	EVALUATION WHO	WHEN (month and year or "ongoing")
Develop evaluation tools for the program in conjunction with Jeff Jourdan and Ivy Tech - Central Indiana's Institutional Research Department	Frank Moman	July 2013
Collect pre-project surveys from ASAP students; analyze and disseminate data to appropriate parties	Jeff Jourdan	August 2013
Collect post-project surveys from ASAP student and other library patrons; analyze and disseminate data to appropriate parties	Jeff Jourdan and Project Director	August 2014
Collect qualitative data from Ivy Tech - Central Indiana staff and faculty who have worked with the iPads regarding the benefits and drawbacks to using iPads as workforce development tools	Project Director	September 2014
ACTIVITY	REPORTING WHO	WHEN (month and year or "ongoing")
First Quarter Progress Report	Project Director	August 31, 2013
Second Quarter Progress Report	Project Director	November 30, 2013
Third Quarter Progress Report	Project Director	February 28, 2014
Project Evaluation Plan	Project Director	May 31, 2014
Financial Final Report	Project Director or Fiscal Agent	June 30, 2014
Narrative Final Report	Project Director	June 30, 2014

PART VII. CONTINUATION PLAN

Explain how activities or benefits from the project will continue after the LSTA funding period has ended or if the program will not be continued, explain why.

After the LSTA funding period has ended, the iPads purchased through the grant funds will remain available for use by Learning Center patrons. If skills necessary for the workforce are shown to have improved throughout the course of the grant program for project participants through both demonstration and observation, the Project Director will seek out internal and external funding sources for the expansion of the program on the Ivy Tech-Central Indiana campus. Regardless of whether or not the program is expanded, the Learning Center will have valuable resources available because of the project and will be able to continue loaning iPads to patrons for special projects.

PART VIII. PROJECT BUDGET NARRATIVE

In narrative form by project budget category and funding source, describe your project budget items as listed in the Project Budget worksheet and briefly identify how they contribute to your proposed project. Be sure that each item for which you want LSTA funds is described in detail below. The Project Budget Narrative must match your Project Budget worksheet.

The Project Budget worksheet and guidelines on acceptable use of LSTA grant funds are available on our website: <http://www.IN.gov/library/lsta.htm>.

PERSONAL SERVICES

Describe budget items to be paid with LSTA funds.

N/A

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

N/A

SUPPLIES

Describe budget items to be paid with LSTA funds.

Budget items in the "Supplies" category to be paid with LSTA funds include poster paper, ink and other materials for ASAP students to communicate the objectives of the project to other library patrons throughout the course of the grant period. The exact nature of the supply items will be determined by the incoming class of ASAP students.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

N/A

OTHER SERVICES & CHARGES

Describe budget items to be paid with LSTA funds.

N/A

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

Ivy Tech-Central Indiana will support the professional development and related travel opportunities for three library staff members who will play integral roles in storing, updating, and managing the circulation of the iPads during the project. The cost of \$1,000 to be covered by Ivy Tech is an estimate based on past conference costs and anticipated travel expenses for three individuals.

CAPITAL OUTLAYS

Describe budget items to be paid with LSTA funds.

The budget items to be paid with LSTA funds in the "Capital Outlays" category include the purchase of 15 iPads. Each of the iPads to be purchased will have 32 gigabytes of data storage and Wi-Fi capability. The iPads will be purchased through special education pricing available from Apple, and the purchase price of \$640.93 per device includes the device's shipping costs.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

N/A

PART IX. ASSURANCES

The Institute of Museum & Library Services (IMLS) requires the Indiana State Library to obtain certification from its sub-grant applicants regarding federal debt status, debarment and suspension, non-discrimination, a drug-free workplace, and other applicable assurances. These requirements are incorporated in the Assurances Statement below. Review the Statement and sign the certification form. If you receive a grant, you must comply with these requirements.

By signing the application form, the authorizing official, on behalf of the applicant, assures and certifies that, should a sub-grant be awarded, it will comply with the statutes outlined and all related IMLS and ISL regulations. These assurances shall obligate the applicant for the period during which Federal financial assistance is extended. The applicant recognizes and agrees that any such assistance will be extended in reliance on the representations and agreements made in these assurances, and that the United States government has the right to seek judicial enforcement of these assurances, which are binding on the applicant, its successors, transferees, and assignees, and on the authorized official whose signature appears on the application form.

Certifications Required of All Applicants

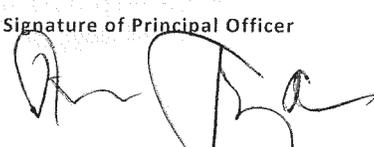
1. Financial, Administrative, and Legal Accountability;
2. Debarment and Suspension;
3. Non-Discrimination;
4. Drug-Free Workplace Act of 1988
5. Lobbying
6. E-Verify Employment Eligibility Verification
7. State Ethics Laws
8. Information Technology Accessibility Standards; and
9. Telephone Solicitations Laws

Certification of Authorizing Officials

I have examined this application, and I hereby certify on behalf of the applicant organization that:

1. The information provided is true and correct;
2. All requirements for a complete LSTA Grant application have been fulfilled;
3. The applicant will comply with all applicable payment, accounting, and reporting requirements; and
4. The applicant will comply with applicable certifications regarding Items 1-9 listed above under Certifications Required of All Applicants.

We, the undersigned, hereby certify that should this organization receive a sub-grant, the organization and its leaders will comply with all LSTA regulations, all statutes outlined, requirements as defined by the Indiana State Library (*Managing Your LSTA Grant*), and all applicable Federal statutes and regulations.

<p>Name of Organization</p> <p>Ivy Tech Community College of Indiana - Central Indiana region</p>	<p>Project Title</p> <p>iPads as Workforce Development Tools</p>	<p>Submission Date <i>(month, day, year)</i></p> <p>March 15, 2013</p>
<p>Title of Principal Officer</p> <p>President</p>	<p>Signature of Principal Officer</p> 	<p>Signature Date <i>(month, day, year)</i></p> <p>3-12-13</p>

STATE LIBRARY USE ONLY

	Project Number		Approved		Not Approved		Amount Awarded	
Library Type	Public	School	Academic	Special	Multi-Type	SLAA	Institutional	

PROJECT BUDGET - PUBLIC SCHOOL LIBRARIES

Your budget should provide an overview of all anticipated project costs from federal and local sources.

Round all amounts to the nearest whole dollar.

All amounts must match the amounts given in your Project Budget Narrative.

You are not limited to the space provided. Text boxes will expand as you type. Your budget may continue on to additional pages.

A row may be added anywhere by (1) right-clicking on the row above which you wish to insert the new row, (2) selecting *Insert* from the menu that appears, and (3) selecting *Entire Row* from the next menu.

You are encouraged to obtain quotes for products and services to develop your application budget. Should your application be approved, your grant contract will include the project budget "as is" unless you request revision in advance. After contract, changes to the approved project budget must be requested of and approved by the Indiana State Library.

Line-by-line instructions in PowerPoint and PDF form are available to download from the Grant Application page of the Indiana State Library LSTA webpage: <http://www.in.gov/library/3732.htm>.

BUDGET ITEM	SOURCE OR METHOD OF COMPUTATION	LSTA GRANT FUNDS	COST SHARING	PROJECT TOTAL
Personal Services				
<i>100. Personal Services</i>				
110. Certified salaries				
120. Noncertified salaries				
<i>200. Employee Benefits</i>				
211. Social Security for noncertified salaries				
212. Social Security for certified salaries				
TOTAL PERSONAL SERVICES				
Services				
<i>300. Purchased Services</i>				
310. Professional and technical services				
316. Data processing services				
<i>320. Property Services</i>				
323. Repairs and maintenance services				
325. Rentals				
TOTAL SERVICES				
Supplies & Materials				
<i>400. Supplies & Materials</i>				
410. Supplies				
Supplies to make library patrons aware of the project and to buy necessary materials for creation and distribution of resources on the use of iPads as Workforce Development Tools	Estimated cost of most materials	\$386	\$0	\$386
TOTAL SUPPLIES		\$386	\$0	\$386

Technology				
<i>690. Technology</i>				
691. Computer hardware				
692. Distance learning equipment				
693. Wireless equipment				
694. Connectivity				
695. Telecommunications equipment				
696. Other technology hardware				
15 iPads	Apple website: \$640.93 for each iPad with education discount (includes 32GB of memory, Wi-fi capability, and shipping costs)	\$9,614	\$0	\$9,614
697. Content				
698. Professional development				
Attendance at conferences and necessary travel to conferences for library staff who will be charged with managing set of 15 iPads at the Julia M. Carson Learning Resource Center	Average cost of conferences and travel for three individuals	\$0	\$1,000	\$1,000
TOTAL TECHNOLOGY		\$9,614	\$1,000	\$10,614
BUDGET TOTAL		\$10,000	\$1,000	\$11,000
LSTA funds cannot be used to supplant local or system funds.				
LSTA funds may not be used for administrative overhead.				



LIBRARY SERVICES AND TECHNOLOGY ACT GRANT APPLICATION

State Form 53456 (R5 / 12/12)
INDIANA STATE LIBRARY

GENERAL INFORMATION

Grant Program <i>please mark with an X</i>	Indiana Memory Digitization	Technology	Innovative Technology	Information Access for the Unserved
		X		
Project Title	Ivy Tech-Northeast Library VHS-to-DVD and Collaborative Learning Project			
Organization	Ivy Tech Community College of Indiana-Northeast Region			
Full Mailing Address	3800 N. Anthony Blvd., Fort Wayne, IN 46805			
Web Address	www.ivytech.edu/northeast/			
Organization Director	Thomas J. Snyder, President	E-mail Address	mhawkins27@ivytech.edu	
Telephone Number	(317) 916-7942	Fax Number	(317) 925-4861	
Project Director <i>contact for grant purposes</i>	Sharon Hultquist, Library Director	E-mail Address	shultqui@ivytech.edu	
Telephone Number	(260) 480-4280	Fax Number	(260) 480-4121	
Fiscal Agent <i>responsible for fiscal reporting</i>	Katherine Wall, Grant Accountant	E-mail Address	kwall4@ivytech.edu	
Telephone Number	(260) 480-2224	Fax Number	(260) 480-4121	
Federal Congressional District(s)	IN-003	County	Allen	
Estimated Number of People Served by Project During Grant Period	1500	LSTA Amount Requested	\$10,000	
Source of this Number <i>US Census, library circulation records, etc.</i>	Current Use Data	Amount of Cash Match	\$1,000	
FEIN Number/Tax ID Number	35-1180631	Total Cost of Project	\$11,000	
Federal DUNS Number <i>If unsure of this number, call 1-866-705-5711</i>	072066681			

FEDERAL LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) PRIORITIES

Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.

X	Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.
	Establish or enhance electronic and other linkages between and improve coordination to improve library services.
	Provide training and professional development to enhance the skills of the current and future library workforce.
	Develop public and private partnerships with other agencies and community-based organizations.
	Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, with disabilities, and with limited functional literacy or information skills.
	Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.
	Develop library services that provide all users access to information through local, state, regional, national and international collaborations and networks

INDIANA STATE LIBRARY LSTA GOALS

Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.

X	Information Access - Indiana libraries will provide up-to-date, reliable access to information by utilizing effective telecommunications, technology, and resources. <i>(Includes projects involving technology, digitization, and resource sharing)</i>
	Enhanced Services - Indiana libraries will improve services to residents, including services that support lifelong learning, employment, and civic engagement. <i>(Includes projects involving the following special populations: Children, Institutional, unserved / underserved, blind and physically handicapped and unemployed.)</i>
	Capacity Building - Indiana libraries will improve the capacity of libraries through staff development and training opportunities.

PRIMARY PROJECT AUDIENCE

Mark next to AT LEAST ONE but NO MORE THAN THREE with an X to indicate your primary audience(s) for the project.

	Pre-Schoolers (0-5)		Seniors (65+)		Urban Populations
	Children (6-12)	X	People with Special Needs		Institutionalized Persons
	Youth (13-17)		Library Staff	X	Non- or Limited English Speakers
X	Adults (18-64)		Rural Populations		Statewide Public

PART I. PROJECT SUMMARY

Provide an abstract describing all project components in 150 words or less.

Ivy Tech-Northeast's Library has 2,501 instructional VHS tapes which are used by instructors to enhance classroom presentations. In addition, the tapes are available for individual student use in the library by students having trouble understanding a concept presented in class or who have missed a class. A recent renovation and expansion of the Library created three collaboration rooms where students can work together on group projects. The rooms still need equipment for students to use in sharing media designed for the project. The proposed VHS-to-DVD and Collaborative Learning Project will replace up to 50 of the most frequently used instructional VHS tapes, depending on individual cost, with DVDs and will purchase equipment for one of three collaboration rooms to enable students to share their work on group projects.

PART II. NEEDS STATEMENT

Describe the need or problem that generated this project and explain how you determined this need.

Ivy Tech is the nation's largest singly accredited statewide community college system. The College is comprised of 14 administrative regions with 30 degree-granting locations throughout Indiana that serve nearly 200,000 students per year. Ivy Tech offers certifications, technical certificates, and associate's degrees in 150 programs and concentrations. Ivy Tech-Northeast is the second largest region in the Ivy Tech system, having grown from 131 students in 1969 to 15,627 in 2012. Ivy Tech-Northeast's service area includes Adams, Allen, DeKalb, Huntington, LaGrange, Noble, Steuben, Wells and Whitley Counties. Its main Coliseum and North campuses are located on the northeast side of Fort Wayne in Allen County, the only urban county in the region and home to 68% of Ivy Tech-Northeast's students. The Fort Wayne Public Safety Academy on the southeast side of Fort Wayne provides additional classroom space and is a convenient location for students from Fort Wayne's southeast quadrant and Adams and Wells Counties. To best serve rural students, Ivy Tech-Northeast partners with local high schools and community centers to provide classroom space throughout the nine-county service area. These conveniently-located rural sites offer approximately 250 classes each fall and spring semester.

The Ivy Tech-Northeast Library, located on the Coliseum Campus, completed a major renovation project in January 2013. The renovation project expanded the library's space and eliminated three VHS viewing rooms, which were replaced with desktop computers containing DVD players and headphones located in the Library's common areas. The renovated library also has three collaboration rooms where groups of students can work together on class projects. However, the renovation and expansion did not provide equipment for the collaboration rooms.

Problem 1: The Library currently owns 2,501 instructional VHS tapes and 1,542 instructional DVDs. One of four buildings on the Ivy Tech-Northeast North Campus is equipped with VHS players. The other three buildings have DVD players. The remaining VHS players on the North Campus and those on the Coliseum Campus are part of a planned phase-out of outdated technology. The technology upgrade will replace all VHS players in Ivy Tech-Northeast facilities with DVD players, making the VHS instructional tapes unusable on any Ivy Tech-Northeast campus. Faculty members rely on instructional media to enhance classroom presentations. Students rely on instructional media as study aides when they have missed a class or have difficulty understanding a specific topic. Although VHS tapes represent 62% of the total available video instructional aids, they were used only 41% of the time (2,069 times) during the past five years due to lack of VHS players. The VHS instructional tapes will become obsolete when the remaining VHS players are replaced by DVD players.

Problem 2: A recent library expansion and renovation project replaced three viewing rooms equipped with VHS players and TVs with collaboration rooms to be used for group projects. Desktop computers with DVD players and headphones located in common areas of the Library have replaced the TVs and VHS players, making the 2,501 VHS tapes technologically obsolete in the library and depriving students of an important instructional aid. The three collaboration rooms are not functional for group projects because they do not have the equipment necessary for students to share their work.

Identify the goal from the *Indiana State Library's Five-Year LSTA Plan* (posted at <http://www.IN.gov/library/lsta.htm>) that your project will address and explain how your project will address this goal.

The proposed project will address Goal 1 of the Indiana State Library's Five-Year LSTA Plan: Information Access - The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology and resources.

Project 1. Depending on individual cost, approximately 50 of the most frequently used instructional VHS tapes will be replaced with DVDs covering the same topics. The DVDs will provide a resource for faculty to use in enhancing their classroom presentations and for students to use as study aides outside of class.

Project 2. Grant funds will be used to purchase equipment designed to help student groups using the Library's new collaboration rooms share their work within the group.

The following equipment will be purchased for the collaboration room:

46" LCD TV

TV Wall Mount StreamHD Wireless PC to TV Display Adapter

Passive Wall Plate (HDMI, 15-pin VGA, 3.5mm Stereo Audio & 3 RCA (Video, L/R Audio)

Floating Glass Shelf

PART III. OBJECTIVES, ACTIVITIES, & EVALUATION

OBJECTIVES

Describe the overall objectives of your project.

Objective 1: Depending on individual cost, replace approximately 50 of the most used instructional VHS tapes with DVDs containing the same or similar content to allow faculty members to enhance their classroom presentations with video presentations using DVD players available in Ivy Tech-Northeast classrooms.

Objective 2: Depending on individual cost, make approximately 50 replacement DVDs available in the library for student use as study aids to supplement their classroom instruction.

Objective 3: Purchase equipment for use in collaboration rooms to enable students to share their work within the group.

ACTIVITIES

Describe all project activities in detail.

VHS Replacement

1. Identify the 50 VHS tapes used most frequently during the last five years.
2. Ask faculty to review the list of the 50 most frequently used VHS tapes and to provide feedback on whether or not these titles should be selected for replacement.
3. Depending on individual cost, make the final selection of approximately 50 VHS tapes to be replaced with DVDs.
4. Develop and implement procedures to find, evaluate and purchase DVDs to replace VHS tapes.
5. Facilitate faculty evaluation of DVDs proposed for purchase.
6. Make final list of approximately 50 DVDs for purchase and purchase them.
7. Catalog new DVDs and surplus used VHS tapes.
8. Create tutorials for faculty and students on how to find and use DVD's.
9. Publicize availability of new DVDs to faculty and students.

Equipment Purchase

1. Purchase equipment using the standard Ivy Tech purchasing process.
2. Install equipment in collaboration rooms.
3. Create tutorials and instruction guides and policies and procedures for student use of equipment.
4. Publicize availability of new equipment to faculty and students.

Identify project staff and detail their individual roles in your proposed project.

1. Ben Proud, Librarian: Identify the 50 VHS tapes used most frequently during the last five years.
2. Sharon Hultquist, Library Director, and Carol Gibbs, Video Clerk: Ask faculty to review the list of the 50 most frequently used VHS tapes and to provide feedback on whether or not these titles should be selected for replacement.
3. Sharon Hultquist, Library Director: Depending on individual cost, make the final selection of approximately 50 VHS tapes to be replaced with DVDs.
4. Sharon Hultquist, Library Director: Using standard Ivy Tech Community College purchasing procedures, develop find, evaluate and purchase DVDs to replace VHS tapes.
5. Ellie Lefand, Materials Clerk: Facilitate faculty evaluation of DVDs proposed for purchase.
6. Sharon Hultquist, Library Director: Depending on individual cost, make final list of approximately 50 DVDs for purchase and purchase them.
7. Carol Gibbs, Video Clerk: Process new materials, collect instructors' feedback and surplus used VHS tapes.
8. Ben Proud, Librarian: Catalog replacement DVD collection and maintain data on DVD usage.
9. Ellie Lefand, Materials Clerk: Create tutorials for faculty and students on how to find and use DVDs; and publicize availability of new DVDs to faculty and students through the Library's online blog and other venues.
10. Sharon Hultquist, Library Director: Using standard Ivy Tech Community College purchasing procedures, purchase approved equipment and coordinate installation in Library collaboration rooms.
11. Ellie Lefand, Materials Clerk: Create tutorials for faculty and students on how to find and use new equipment and publicize availability of new equipment to faculty and students through the Library's online blog and other venues.

PART IV. COMMUNICATION PLAN

Grantees are encouraged and expected to publicize the project through available and appropriate media outlets. How will you promote your project to your target audience?

The project will be promoted through campus-wide emails, flyers to faculty and students, on-campus bulletin boards and on-campus TV monitors.

How and when are you planning to share the results of your project beyond your local jurisdiction?

Results will be shared externally through news releases and internally with other Ivy Tech libraries through newsletters.

Is this project a model for replication? If so, please explain.

N/A

All funded grant projects are required to acknowledge the IMLS on all products.
For more information, go to <http://www.imls.gov/recipients/communication.shtm>.

PART V. EVALUATION PLAN

Outcomes Based Planning and Evaluation (OBPE) is the preferred evaluation method for your grant project.

Refer to <http://www.shapingoutcomes.org/course> for more information about Outcomes Based Planning and Evaluation (OBPE). If you are unfamiliar with the terms below, the site's [Glossary of Terms](#) is an excellent place to begin.

INPUTS

DVDs, DVD players, TV
 Library Staff
 Online Video Tutorials
 Flyers, online newsletter, on-campus bulletin boards and on-campus TV monitors
 New equipment

OUTPUTS

Up to 50 VHS tapes replaced with DVDs on the same topics
 Number of times new DVDs are checked out by faculty and students
 Number of times the collaboration room with new equipment is used

OUTCOMES

Instructors use DVDs in their classrooms to enhance student learning outcomes
 Students use instructional DVDs in the library to improve their skills
 Students use the collaborative rooms in the library to work on group presentations

EVALUATION PLAN OVERVIEW

Describe how you will determine *whether* the needs of your target group were met by your project. Then explain how you will *measure the impact* of the project on your target audience(s).

Ben Proud, Librarian, will collect usage statistics including:
 Number of DVDs used by instructors in classrooms and students in the library
 Number of times DVDs used by instructors in classrooms and students in the library

EVALUATION INDICATORS

Use of DVDs by instructors
 Use of DVDs by students
 Use of collaboration rooms by students

EVALUATION METHODS

Tracking of DVD use by instructors
 Tracking of DVD use by students
 Tracking of DVD use by item

PART VI. PROJECT TIMETABLE

Using as few or as many rows as you need, complete a timetable of activities for each aspect of your proposed project that describes *what* will be done and indicates by *whom* and *when* it will be done.

PROJECT IMPLEMENTATION		
ACTIVITY	WHO	WHEN (<i>month and year or "ongoing"</i>)
Identify 50 VHS tapes used most frequently	Ben Proud, Librarian	April 2013
Faculty review of list of 50 most frequently used VHS tapes	Sharon Hultquist, Library Director	May 2013

Final selection of approximately 50 VHS tapes to be replaced	Sharon Hultquist, Library Director	June 2013
Develop, find, evaluate and purchase approximately 50 DVDs and equipment for collaboration room	Sharon Hultquist, Library Director	June 2013
Catalog DVDs and track usage	Ben Proud, Librarian	July 2013 and ongoing
Create tutorials for DVD and equipment usage	Ellie Lefand	July 2013 and ongoing

COMMUNICATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Publicize availability of new DVDs to faculty and students	Ellie Lefand	July 2013 and ongoing
Publicize availability of new equipment for collaboration room	Ellie Lefand	July 2013 and ongoing
Publicize project through internal newsletters and external news releases	Sharon Hultquist, Library Director and Marketing Department	September 2013

EVALUATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Collect and compile usage data	Ben Proud, Librarian	Ongoing
Analyze usage data	Sharon Hultquist, Library Director	Ongoing

REPORTING

ACTIVITY	WHO	WHEN (month and year or "ongoing")
First Quarter Progress Report	Project Director	August 31, 2013
Second Quarter Progress Report	Project Director	November 30, 2013
Third Quarter Progress Report	Project Director	February 28, 2014
Project Evaluation Plan	Project Director	May 31, 2014
Financial Final Report	Project Director or Fiscal Agent	June 30, 2014
Narrative Final Report	Project Director	June 30, 2014

PART VII. CONTINUATION PLAN

Explain how activities or benefits from the project will continue after the LSTA funding period has ended or if the program will not be continued, explain why.

The replacement of outdated VHS tapes and the purchase of equipment for a collaboration room are the major expenses involved in making the DVDs available for faculty and student use and making the collaboration rooms available for student use. Once these major expenses are taken care of, the Library's annual operating budget will absorb the costs of DVD distribution and collaboration room use.

PART VIII. PROJECT BUDGET NARRATIVE

In narrative form by project budget category and funding source, describe your project budget items as listed in the Project Budget worksheet and briefly identify how they contribute to your proposed project. Be sure that each item for which you want LSTA funds is described in detail below. The Project Budget Narrative must match your Project Budget worksheet.

The Project Budget worksheet and guidelines on acceptable use of LSTA grant funds are available on our website:
<http://www.IN.gov/library/lsta.htm>.

PERSONAL SERVICES

Describe budget items to be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

SUPPLIES

Describe budget items to be paid with LSTA funds.

Ivy Tech-Northeast is seeking LSTA funds to support 90% of the following costs:

As funds allow, approximately 50, depending on individual cost, of the most frequently used instructional VHS tapes will be replaced with DVDs covering the same topics. The DVDs will provide a resource for faculty to use in enhancing their classroom presentations and for students to use as study aides outside of class.
(\$8,676 in total)

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

As match, Ivy Tech-Northeast will provide 10% of the funds necessary to purchase approximately 50 of the most frequently used instructional VHS tapes.
(\$853 in total).

OTHER SERVICES & CHARGES**Describe budget items to be paid with LSTA funds.**

Ivy Tech-Northeast requests \$450 in LSTA funds for the contractual work necessary to install the new equipment.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

Ivy Tech-Northeast will contribute \$50 towards the total cost of \$500 for the contractual work necessary to install the new equipment.

CAPITAL OUTLAYS**Describe budget items to be paid with LSTA funds.**

Grant funds will be used to purchase equipment designed to help student groups using the Library's new collaboration rooms share their work within the group.

Ivy Tech-Northeast is seeking LSTA funds to support 90% of the following equipment to be purchased for the collaboration room:

The total cost of the equipment and cost covered by the LSTA grant are as follows:

1. 46" LCD TV- \$630 total; \$567 paid with LSTA grant funds
2. Wall Mount-\$50 total; \$45 paid with LSTA grant funds
3. Stream HD wireless PC to TV display adapter and passive wall plate-\$226 total; \$203 paid with LSTA grant funds
4. Floating glass shelf-\$65; \$59 paid with LSTA grant funds

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

As match, Ivy Tech-Northeast will provide 10% of the funds necessary to purchase a 46" LCD TV, a wall mount, a Stream HD wireless PC to TV adapter, and a floating glass shelf (\$97 contribution in total).

PART IX. ASSURANCES

The Institute of Museum & Library Services (IMLS) requires the Indiana State Library to obtain certification from its sub-grant applicants regarding federal debt status, debarment and suspension, non-discrimination, a drug-free workplace, and other applicable assurances. These requirements are incorporated in the Assurances Statement below. Review the Statement and sign the certification form. If you receive a grant, you must comply with these requirements.

By signing the application form, the authorizing official, on behalf of the applicant, assures and certifies that, should a sub-grant be awarded, it will comply with the statutes outlined and all related IMLS and ISL regulations. These assurances shall obligate the applicant for the period during which Federal financial assistance is extended. The applicant recognizes and agrees that any such assistance will be extended in reliance on the representations and agreements made in these assurances, and that the United States government has the right to seek judicial enforcement of these assurances, which are binding on the applicant, its successors, transferees, and assignees, and on the authorized official whose signature appears on the application form.

Certifications Required of All Applicants

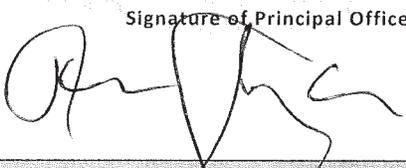
1. Financial, Administrative, and Legal Accountability;
2. Debarment and Suspension;
3. Non-Discrimination;
4. Drug-Free Workplace Act of 1988
5. Lobbying
6. E-Verify Employment Eligibility Verification
7. State Ethics Laws
8. Information Technology Accessibility Standards; and
9. Telephone Solicitations Laws

Certification of Authorizing Officials

I have examined this application, and I hereby certify on behalf of the applicant organization that:

1. The information provided is true and correct;
2. All requirements for a complete LSTA Grant application have been fulfilled;
3. The applicant will comply with all applicable payment, accounting, and reporting requirements; and
4. The applicant will comply with applicable certifications regarding Items 1-9 listed above under Certifications Required of All Applicants.

We, the undersigned, hereby certify that should this organization receive a sub-grant, the organization and its leaders will comply with all LSTA regulations, all statutes outlined, requirements as defined by the Indiana State Library (*Managing Your LSTA Grant*), and all applicable Federal statutes and regulations.

Name of Organization	Project Title	Submission Date <i>(month, day, year)</i>
Ivy Tech-Northeast	Ivy Tech-Northeast Library VHS-to-DVD and Collaborative Learning Project	March 15, 2013
Title of Principal Officer	Signature of Principal Officer	Signature Date <i>(month, day, year)</i>
President		3-12-13

STATE LIBRARY USE ONLY

	Project Number	Approved	Not Approved	Amount Awarded
Library Type	Public	School	Academic	Special
			Multi-Type	SLAA
				Institutional

PROJECT BUDGET

Your budget should provide an overview of all anticipated project costs from federal and local sources.

Round all amounts to the nearest whole dollar.

All amounts must match the amounts given in your Project Budget Narrative.

You are not limited to the space provided. Cells are set to expand as you type. Your budget may continue on to additional pages.

A row may be added anywhere by (1) right-clicking on the row above which you wish to insert the new row, (2) selecting *Insert* from the menu that appears and (3) selecting *Entire Row* from the next menu.

You are encouraged to obtain quotes for products and services to develop your application budget. Should your application be approved, your grant contract will include the project budget "as is" unless you request revision in advance. After contract, changes to the approved project budget must be requested of and approved by the Indiana State Library.

Line-by-line instructions in PowerPoint and PDF form are available to download from the Grant Application page of the Indiana State Library LSTA webpage: <http://www.in.gov/library/3732.htm>.

BUDGET ITEM	SOURCE OR METHOD OF COMPUTATION	LSTA GRANT FUNDS	COST SHARING	PROJECT TOTAL
Personal Services				
<i>Salaries & Wages</i>				
<i>Employee Benefits</i>				
TOTAL PERSONAL SERVICES				\$0.00
Supplies				
<i>Supplies</i>				
DVD's (Approximately 50 depending on individual cost)		\$8,676.00	\$853.00	\$9,529.00
TOTAL SUPPLIES		\$8,676.00	\$853.00	\$9,529.00
Other Services & Charges				
<i>Professional Services</i>				
Contract work to install necessary pieces		\$450.00	\$50.00	\$500.00
<i>Communication & Transportation</i>				
<i>Printing & Advertising</i>				
<i>Repair & Maintenance</i>				
TOTAL OTHER SERVICES & CHARGES		\$450.00	\$50.00	\$500.00
Capital Outlays				
<i>Furniture & Equipment</i>				
<i>Print, AV, Electronic Resources & Collection Materials</i>				
46" LCD TV		\$567.00	\$63.00	\$630.00
Wall Mount		\$45.00	\$5.00	\$50.00
Stream HD Wireless PC to TV display adapter and passive wall plate		\$203.00	\$23.00	\$226.00
Floating glass shelf		\$59.00	\$6.00	\$65.00
<i>Software</i>				
<i>Other Capital Outlays</i>				
TOTAL CAPITAL OUTLAYS		\$874.00	\$97.00	\$971.00
BUDGET TOTAL		\$10,000.00	\$1,000.00	\$11,000.00

LSTA funds cannot be used to supplant local or system funds.

LSTA funds may not be used for administrative overhead.