Bay Area Library and Information System
Technology Opportunities Grant

Due Friday, November 19, 2010 (revised)

Please provide the following information in a Microsoft Word document. Send the completed form to Linda Crowe, BALIS Executive Director, 2471 Flores Street, San Mateo, CA 94403 or email crowe@plsinfo.org.

1.   Title of the Project _Construction Production: Berkeley teens film and promote improved neighborhood libraries_____

2.   Library/Committee applying for Funds __Berkeley Public Library_____

3.   Contact Name __Donna Corbeil_____

4.   Email __dcorbeil@ci.berkeley.ca.us_____

5.   Mailing Address ___2090 Kittredge St., Berkeley, CA 94704_____

6.   Amount of Funding Requested ___$3,550_____

7.   Project vision statement (1-2 sentences maximum)

Small teams of high school students will learn to use digital technology to create a visual narrative detailing the complex process of renovating public buildings. They will produce a series of short films designed to inform and educate the public about the progress of the renovations at neighborhood branches. Engaging teens in promoting a library project engages them with the library in a new and different way, building a life-long relationship and helping them with a useful skill, all while having fun.

    Please provide the following information, up to 1,000 words per response.

1.   One paragraph project summary.

In 2008 Berkeley voters passed Measure FF, a $26 million bond measure to fund needed seismic improvements and ADA compliance efforts at the four branch libraries. Construction Production will dramatize the story of Berkeley Public Library's Branch Improvement Program by documenting the experiences of neighborhood library users, contractors and construction crews, project managers, architects, branch staff and Library administration during the calendar year 2011. Students will interview both stakeholders and project participants. After producing short films, students will then post the videos to the BPL website and further distribute them throughout the Berkeley community.

2.   Describe the population served (e.g., demographics, identified areas of need).

Construction Production targets two primary populations:
    1) High school students

We will recruit local high school students from B-Tech, BHS-IB and BHS-CAS. B-Tech is BUSD's small continuation high school, where the student body is primarily low income and minority. This school places strong emphasis on developing practical skills. BHS-IB is a small school within Berkeley High which requires of its students substantial community service. BHS-CAS is the Communications, Arts and Science small school which also requires significant community service. Berkeley has only one public high school and one continuation school. The student population is about 3,200.

    2) Berkeley residents and library users

An estimated 108,885 people reside in the city of Berkeley. Property owners who contribute funding toward Measure FF will have a particular stake in watching their tax dollars in action. Berkeley Public Library has 95,917 current registered card users, some of whom live in nearby cities and/or work in the Berkeley area.

3.   Explain the goals and objectives of this project, and how this will help to achieve the overall goals and objectives of the organization.

Goal 1. Keep our community informed about the status of the Branch Improvement Program.
    A. Develop at least 4 videos that document 2011 renovation projects.
    B. Using various social networking sites, distribute videos to stakeholders, including local community online news outlets, community and non-profit organizations, branch neighbors, educational institutions, the BPL Foundation and the BPL Friends of the Library.

Goal 2. Provide Berkeley teenagers an opportunity to contribute to the public life of their community.
    A. Observe first-hand the operations of a major public service institution.
    B. Conduct interviews with community members and project participants, including explorations of the impact of branch libraries on individual users.
    C. Document milestones in the construction process.
    D. Develop a cohesive narrative about the Improvement Program.

Goal 3. Provide Berkeley teenagers an opportunity to learn practical skills.
    A. Practice the art of interviewing
    B. Learn the skills involved in filming and digital editing.
    C. Identify community and/or news websites.

This project helps to fulfill the library's mission statement of supporting personal growth by creating learning opportunities for local teens. The finished mini-films will serve the "individual's need for information" by keeping the community well informed of project progress. By making the status of the Improvement Project more transparent to a larger number of Berkeley citizens, the videos also help fulfill BPL's stated goal of being an institution that "belongs to the entire community."

4.   Explain how the project will enhance the organization's technology and improve current and future services.

Construction Production builds on the Library's efforts to disseminate information online in ways that will be engaging and visually appealing to community members. For example, BPL's teen services division created a popular promotional video for the 2009 summer reading program. This video has been viewed over 1,350 times on YouTube and an additional 959 times on the TeacherTube website. The library also disseminated the link on its Facebook page and promoted it in other venues.

5.   Explain how the project uses technology in an innovative or creative way.

Construction Production models an engaging way to increase transparency of our branch Improvement process and to keep our community informed. It's an attractive alternative to dry, dense print reports. The short videos will better convey the enthusiasm the staff feels about the projects, the intensity of our neighborhood library users and the excitement generated by construction (and destruction?). The visual presentation will capitalize on the momentum building towards Opening Day.

6.   Is there potential for this project to be replicable and/or to have BALIS system-wide significance? Explain.

Construction Production is an easy template to replicate. For relatively little money, a library can accomplish three goals simultaneously: 1) bring youthful energy and perspective to the Library; 2) make reporting about large-scale fiscal projects more interesting to our Library community; and 3) develop social networking avenues for two-way communication between our institution and our community.

7.   Project timeline – (activities).

2011	Construction Production activities	Branch Renovation timeline	notes
January	purchase equipment; establish staff team; recruit Group 1 students		
February	train and orient students; plan and film 1st video	Projected closure of North and Claremont branches	BHS semester begins
March	edit video post 1st quarter film recruit Group 2 students		
April	train and orient students; plan and film 2nd video		
May	plan and film 2nd video		
June	edit video post 2nd quarter film recruit Group 3 students		BHS school year ends 6/17 summer school starts
July	train and orient students; plan and film 3rd video		
August	plan and film 3rd video		
September	edit video post 3rd quarter film recruit Group 4 students		school starts

October	train and orient students; plan and film 4th video		
November	plan and film 4th video		
December	edit video post 4th quarter film		

8.   Explain how the project will be evaluated, including what measurements will be used.

Construction Production can be evaluated both quantitatively and qualitatively. We will interview individual students before and after teams complete their projects. We will track the number of hits to the videos once it is posted on the Library's website and closely follow the comments section.

9.   Project budget (include any matching or in-kind funds).

Equipment with price quote from CDW-G $3,050
2 Mac notebook computers for digital film editing
4 Flip video cameras
4 Flip video camera cases

Intermittent staff coverage $500
A full-time teen services librarian will serve as the lead programming staff working directly with the teens. Because he works at busy branch locations with more limited staffing, the project would operate more smoothly if we hired an intermittent librarian to cover branch public desk hours during critical junctures in the project, such as the initial training and orientation period. Otherwise, we risk needing to reschedule program sessions and disrupt the project if last-minute branch staffing shortages (caused by illnesses and the like) require the teen librarian to cover extra public desk shifts.

Refreshments covered by other funds $500
If BALIS funding is granted, then the library's teen services division will allocate $200 of its programming budget to cover refreshments to encourage teen participation through June 2011. In addition, the division would request an additional $300 for refreshments during the subsequent fiscal year.

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