

**IDAHO COMMISSION FOR LIBRARIES
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)
ADVOCACY GRANT APPLICATION FORM**

Applicant: _____		
Address: _____	City _____	Zip _____
Project Name: _____		
Contact Person/ Title: _____		
Daytime phone _____	E-mail: _____	
Beginning date of project _____	Ending date of project _____	

Project costs:	LSTA request: (max 75% of total)	\$ _____
	*Local match (min. 25% of total):	\$ _____
	Total Project:	\$ _____

* Match requirement identified on project appendix.

SIGNATURE AND CERTIFICATION: <i>All participating libraries and other entities must sign copies of this certification: We are aware of, and agree to comply with, the federally mandated assurances enumerated in the Civil Rights Certificate, OMB Circulars 2 CFR Part 220, 225, and 230, and are compliant with Commission for Libraries' eligibility requirements for LSTA.</i>		
_____ Appropriate Signature	_____ Title	_____ Date
_____ Appropriate Signature	_____ Title	_____ Date

Refer to page 18 of the guide to assist you in identifying Appropriate Signatures

Commission for Libraries Use Only

_____ Approved	_____ Date
_____ Not approved	_____ Date

Advocacy Grant Application 2009

The purpose of an advocacy grant is to increase your target audience's awareness of programs and services.

TO COMPLETE THIS APPLICATION:

1. Type your answers to questions (1, 2a and 5 below on a separate sheet.)
2. Complete the forms:
 - A. Program Purpose
 - B. Program Model
 - C. Marketing Plan or a copy of the advertising/design agency Request for Proposal or bid specifications
 - D. Measuring Success form
 - E. Summary Budget form
 - F. Project Related Personnel Costs (Submit this only if you are using staff hours as match and include a job description for project-related position(s) see PERSONNEL COSTS and JOB DESCRIPTIONS page14-15.
3. Complete and sign 1 copy of the Certificates (see Certifications in this Guide); submit each with an original signature.
 - A. Civil Rights Certificate
 - B. Certification Regarding Debarment
4. Send three 3 copies Application and attachments (1 with original signatures) and 1 copy of the Certifications (each with an original signature to: Advocacy & Marketing Consultant, Idaho Commission for Libraries, 325 W. State Street, Boise, ID 83702-6072

APPLICATION QUESTIONS:

1. Mission statement and long range plan (no more than 1 page double spaced)
How does this marketing effort fit into your mission statement and long range plan?
2. Indicate your willingness to:
 - o Submit a completed Advocacy/Marketing Final Report (including the program purpose and program model). Include your final Marketing Plan or a copy of the advertising/design agency plan to the Idaho Commission for Libraries.
 - o Submit any materials developed (survey instruments, summaries, demographic findings, brochures, press coverage, web URL, etc.). All projects published electronically or in print must run the following statement: **Funded in part by the Institute of Museum and Library Services administered by the Idaho Commission for Libraries [date].**

Program Purpose—Sample

We do what ? (The services and activities of the program you want to market)

Provide quality Summer Reading programs and materials to residents in our area.

For whom? (Your target audience(s) for your message)

Children K-3 of diverse geographic, cultural, and socioeconomic backgrounds

For what outcome or benefit? (what do you want to accomplish?)

Students K-3 and their families with diverse cultural backgrounds will feel included in the Read for Your Library initiative through programs that emphasis their culture's contributions to Idaho. Children who live outside the library's service area will be given free Summer Reading library cards so they can participate in our Read for Your Library school partnership initiative.

After acting upon my message, my target audience will have a change in (check one or more):

- Attitude
- Skill
- Behavior
- Knowledge

How will that change come about?

By offering a special Summer Reading program children and their families will be drawn to the library to learn about their cultural contributions to Idaho. Families will apply for the free cards and their children will participate in the Read for Your Library Summer Reading initiative. Children will be inspired to read with a promise of special school programs for the classes that sign up the most summer readers.

Target Demographics

Target Groups	Source
Underserved Children Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code (s)	http://factfinder.census.gov/ --see Economic Characteristics http://www.sde.idaho.gov/iri/iristats/IRIAnalysis.asp Or list other source:
Children of diverse geographic, cultural, and socioeconomic backgrounds Number in your <input checked="" type="checkbox"/> town or <input type="checkbox"/> zip code(s)	http://factfinder.census.gov/ --see Social Characteristics & Economic Characteristics http://www.sde.idaho.gov/iri/iristats/IRIAnalysis.asp Or list other source: Hispanic/Latino: Under 18 and above 5: 296 (Census); K-3: 47 (IRI) Poverty Level: Under 18 & above 5: 264 families (Census); Title I: K-3- 177 (IRI) Total K-3 enrollment: 1391
Underserved Adults Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code (s)	http://factfinder.census.gov/ --see Economic Characteristics Or list other source:
Adults of diverse geographic, cultural, and socioeconomic backgrounds Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code (s)	http://factfinder.census.gov/ --see Social Characteristics Or list other source:
Digital natives Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code (s)	http://factfinder.census.gov/ --see Social Characteristics or General Characteristics Or list other source:
Individual with disabilities Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code (s)	http://factfinder.census.gov/ --see Social Characteristics Or list other source:
Individuals with limited functional literacy or information skills Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code (s)	http://factfinder.census.gov/ --see Social Characteristics Or list other source:

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Your Program Model—Sample

Inputs (What do you need to have in place before you initiate your program activities?)

Read for Your Library initiative acceptance	Summer Reading Web Page
Program presenter and space	Support staff
School staff support	Digital camera
Program supplies and decorations	Temporary position job description
Publishing software program and printer	Training for staff to use publishing software

Activities (What do you need to develop or create before you launch your marketing campaign?)

Develop agreement with school to track kids	Update web site
Visit classrooms to promote Summer Reading	Create presenter contract
Design and print school fliers, posters	Develop free Summer Reading card form
Write & place PSAs and news releases	Deliver 3 classroom programs @ 7 schools
Buy program supplies and decorations	Deliver Special Summer Reading program
3 classroom programs for 7 “winning” schools	Hire temporary staff from agency

Services (What product will you deliver to your customer as a result of your marketing campaign?)

One special Summer Reading program for kids and their families; 3 classroom programs for 7 schools;

Opportunities to participate in the Read for Your Library initiative

Outputs, Indicators, Timing & Goals (What and how will you measure that will indicate you have been successful? How many people do you need to reach to be successful?)

Measurement 1

What will you measure?	Program attendance
What will that measure show?	Interest in cultural contributions
When will you measure?	After program
How many people will change?*	300 attendees or 150 percent increase in attendance at Hispanic Culture Program

*Include the number and percent based upon your target group demographics or if an existing program, the increase number and percent.

Measurement 2

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What will you measure?	Number of targeted school summer reading enrollments
What will that measure show?	Summer Reading enthusiasm at partner level
When will you measure?	At the end of the Read for your Library sign ups
How many people will change?*	7 or 100 percent of elementary schools will participate; 835 or 60% K-3 students will enroll

*Include the number and percent based upon your target group demographics or if an existing program, the increase number and percent.

Sample Marketing Plan

Project: Read for Your Library to the Max!

Target Audience: K-3 students at all seven elementary schools

Needs/Benefits:	
Customer Problem	Library Solution
I live outside the library service area	Get your free Summer Reading card today!
I don't like school	Summer Reading is all about fun!
I feel left out	Join Read for Your Library and be part of the team!

Message:

Read for Your Library to the Max!

Calling all kids! Your school library needs you to read over the summer to help us win \$200 in books! To get you started, the public library will give everyone a card for Summer Reading. But there's more! The classes who sign up the most kids to Read for your Library get a Welcome Back to School Celebrations! Sponsored by your library and Read to Me, a service of the Idaho Commission for Libraries.

Partners

Seven elementary school principals, librarians and teachers; Idaho Commission for Libraries

Sample Marketing Plan– list what activities (articles, fliers, website postings, mailings, etc.) will be done

When & What	Where	Topic
Month: March		
▪ ICFL Read Contest		Acceptance into program
▪ School partnerships	7 schools	Read for your Library

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▪ Presenter contract		1 Summer Reading; 7 school celebrations
• Board Approval		Summer Reading card for 100 children
• Temp Staff Contract		20 hours wk for 6 weeks
Month: April		
▪ Flier/posters	Schools	Read for your Library
▪ Article	Newspaper	Tie into student success
▪ Interview	Radio/TV	Tie into student success
▪ Website	Library	Update Summer Reading
▪ PSAs	To all Media	Read for your Library, Free Summer Reading card
▪ Free card insert	School Newsletter	Free Summer Reading Cards
▪ Presentation	Schools	Read for your Library & Summer Reading
▪ Student Counts	School	Number of sign ups
Month: May		
▪ Article	Newspaper	Special Summer Reading Program
▪ Interview	Radio/TV	Special Summer Reading Program
▪ Program		Hispanic Culture In Idaho
Month: September		
▪ Article	Newspaper	Read for Your Library winners
▪ Interviews	Radio/TV	Read for Your Library winners
▪ Article	School Newsletter	Read for Your Library winners
▪ Class programs	Elementary School 1 - 7	Hispanic Culture in Idaho

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Advocacy Grant Application: Sample Summary Budget

Applicant: Wonderful Library

Project: Read

We will have parents sign the “free Summer Reading card” application and submit those to the

	For what?	By When?	LSAT Grant	Local Match	Total
Contracts (list vendors):*					
Program presenter	Hispanic Culture – Summer Reading Program	15-Mar	\$ 200.00	\$ 100.00	\$ 300.00
Temp Library Staff (120 hrs)	Program Support	15-May	\$1,440.00		\$1,440.00
Class storyteller	21 Hispanic culture story times	6-15 May	\$1,050.00		\$1,050.00
Personnel (list positions):**	N/A				
Materials/ Supplies (list items):					
Summer Reading Program	Decorations: piñatas, crafts	15-May	\$ 200.00	\$ 200.00	\$ 400.00
Class presentations	Decorations: piñatas, crafts	15-Aug	\$ 300.00		\$ 300.00
Web/Print (list projects):					
Summer Reading Program	Posters & fliers (printing)	15-Apr		\$ 100.00	\$ 100.00
Free Summer Reading card form	3 month free library card	15-Apr		\$ 10.00	\$ 10.00
Other (list other costs):					
Incidentals	Special program (Friends)	5-Jun		\$ 100.00	\$ 100.00
Publisher software	Posters & fliers	15-Mar	\$1,000.00		\$1,000.00
Software training	Publisher	30-Mar	\$1,500.00		\$1,500.00
Fee Summer Reading cards (3 months)	100 (2005 ICFL stats@ \$54/4=\$14)	30-May		\$1,400.00	\$1,400.00
TOTALS			\$5,690.00	\$1,910.00	\$7,600.00

Idaho Commission for Libraries as proof of match. Costs of the cards will be based upon the latest published Idaho Public Library Statistics from the Idaho Commission for Libraries.

We are attaching contract quotes from the program presenter, employment agency, and class storyteller. We are also attaching software and software training prices.

Note: Local match is 25 percent overall, not necessarily in each category.

Feel free to add or delete rows as needed.

* Vendors must provide an estimate of costs and will be required to sign a CERTIFICATION REGARDING DEBARMENT for your records.

** If your budget includes personnel costs, provide a breakdown using the PROJECT RELATED PERSONNEL COSTS form

Program Purpose (complete this form as part of your application)

We do what ? (The services and activities of the program you want to market)

For whom? (Your target audience(s) for your message)

For what outcome or benefit? (what do you want to accomplish?)

After acting upon my message, my target audience will have a change in (check one or more):

- Attitude
- Skill
- Behavior
- Knowledge

How will that change come about?

Target Demographics

Target Groups	Source
Underserved Children Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code (s)	http://factfinder.census.gov/ --see Economic Characteristics http://www.sde.idaho.gov/iri/iristats/IRIAnalysis.asp Or list other source:
Children of diverse geographic, cultural, and socioeconomic backgrounds Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code(s)	http://factfinder.census.gov/ --see Social Characteristics & Economic Characteristics http://www.sde.idaho.gov/iri/iristats/IRIAnalysis.asp Or list other source:
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Digital natives Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code (s)	http://factfinder.census.gov/ --see Social Characteristics or General Characteristics Or list other source:
Individual with disabilities Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code (s)	http://factfinder.census.gov/ --see Social Characteristics Or list other source:
Individuals with limited functional literacy or information skills Number in your <input type="checkbox"/> town or <input type="checkbox"/> zip code (s)	http://factfinder.census.gov/ --see Social Characteristics Or list other source:

Your Program Model—Inputs (What do you need to have in place before you initiate your

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program activities?)

Activities (What do you need to develop or create before you launch your marketing campaign?)

Services (What product will you deliver to your customer as a result of your marketing campaign?)

Outputs, Indicators, Timing & Goals (What and how will you measure that will indicate you have been successful? How many people do you need to reach to be successful?)

Measurement 1

What will you measure?	
What will that measure show?	
When will you measure?	
How many people will change?*	

*Include the number and percent based upon your target group demographics or if an existing program, the increase number and percent.

Measurement 2

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What will you measure?	
What will that measure show?	
When will you measure?	
How many people will change?*	

*Include the number and percent based upon your target group demographics or if an existing program, the increase number and percent.

Marketing Plan

Project: _____

Target Audience: _____

Needs/Benefits:	
Customer Problem	Library Solution

Message: _____

Partners _____

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Marketing Plan—list what activities (articles, fliers, website postings, mailings, etc.) will be done

When & What	Where	Topic
Month:		
Month:		
Month:		
Month:		
Month:		

**Idaho Commission for Libraries:
Measuring Success of Marketing Plan Implementation**

The Idaho Commission for Libraries is measuring the success of this grant program. Please fill in your baseline data as part of the marketing implementation grant submission and be prepared to report the numbers and percentage change as part of your final report.

1. How much did your overall circulation change because of your marketing effort? Please give specific numbers:

Baseline circulation*	Increase/decrease over baseline	Percentage change

2. How much did your overall patron visits (in person and/or electronic) change because of your marketing effort?

Baseline visits*	Increase/decrease of baseline	Percentage change

3. How much did your library card registration change because of your marketing effort?

Baseline registration*	Increase/decrease of baseline	Percentage change

* Baseline data can come from the same time period from the prior year or from a period before the marketing campaign and a period after the marketing campaign (i.e., one month before your campaign measured against the month after your campaign).

Please be prepared to answer these questions as part of your final report:

4. Did you increase the library's visibility through the project?
5. For city libraries, did your allocation increase over last year? If yes, by how much?
6. Are you planning another marketing/advocacy project? If yes, how will it be funded?

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PROJECT RELATED PERSONNEL COSTS (Refer to page 16-17 for assistance)
 Length of project duration in weeks= _____ (A)

SALARIES

Position Title	(B) Total # of Hrs./wk. Usual & Customary for this position	(C) # of additional Hours/wk due to grant	(D) Total Hrs./wk. B + C (cannot exceed 40 hrs. / wk.)	(E) Hourly Rate usual & customary for each position	(F) Total Salary (B+CxAXE) *	(G) Added Salary due to grant (CxAXE) *	(H) LSTA Amt. (Additional Hrs. Only) (G) LSTA (75%)	(I) Local Match Amt. (Additional Hrs. Only) (G) Local (25%)
Total Salaries								

Fringe Benefits

Position	Unemployment Insurance on a % of Payroll Basis only .001 **	Worker's Comp Rate .0046	FICA Rate = .0765	Retirement Rate =	Health Insurance Rate =	Other Rate =	Total Benefits

Grant funds can be used to pay personnel costs for hours worked on a grant project over and above an employee's usual and customary working hours. The usual working hours and the additional hours may not exceed 40 hrs. per week or 1 FTE. If necessary, new employees can be hired at the salary usual and customary for the position description. Refer to **PERSONNEL COSTS** in this guide for more information. Salaries reported must be actual current salary levels. List all project related positions funded by LSTA and matching funds. Report the number of increased hours projected per week, the number of weeks to be worked, hourly rate, gross salary and total benefits for each position. Attach a current job description for each position listed, adding at the bottom of the description the changes that will occur for that position as a result of the grant, i.e. increased hours, what duties will be taken away or added etc.

* Enter Salary and Benefit totals on the Proposed Budget for LSTA and Local Match.

** Unemployment insurance must be paid from the grant on a percent of payroll basis. For libraries paying insurance on a cost basis, any claim costs are the responsibility of the library.