

COMMUNITY AND NEED

The City and County of San Francisco is a densely populated and culturally diverse urban center, made up of unique neighborhoods, multiple languages, and stark socio-economic differences. The 42,000 middle and high school students in San Francisco reflect the dynamics of the greater city – ethnically (46% non-Caucasian), linguistically (44% of residents speak a language other than English at home), and socio-economically (13% living below poverty level). Like many cities, San Francisco has suffered a decline in residents under 18 during the past ten years, due to factors such as the high-cost of living and perceived inability of the public school system to address growing and evolving educational needs past elementary school. For the city to continue to thrive, a high priority must be placed on the needs of families, particularly those with middle and high school-aged youth, providing an integrated network of learning opportunities that bridge formal education.

Despite the region’s reputation for being a global technology hub, a 2011 California statewide survey ([Californians and Information Technology](#)) found that 22% of homes in the San Francisco Bay Area do not have basic broadband access. When describing households with an annual income under \$40,000, the number jumps dramatically to more than 42%. While access to the Internet has increased over the past decade, with the availability of smart phones, Internet ready devices, laptops, and personal computers, there are still significant numbers of teens within San Francisco that do not have basic access to technology and the Internet, and even more who lack access to meaningful engagement with digital and online resources.

San Francisco’s middle- and high-school youth need access to new media technology and experiences that make them informed participants in the digital conversation or risk falling behind. Teens with access are actively engaged in pursuits that could prepare them for work in the technology sector, “currently one of the few bright spots in the economy ([SFGate, 8/8/2011](#));” but even more significant, meaningful media experience can lead to life-long informed civic participation ([Exploring Digital Media & Learning](#)). The need for teens, especially lower income and at-risk teens, to have knowledge of current technology in order to thrive in the educational and business cultures, is further supported by the research of Henry Jenkins, et al, who state that “Schools as institutions have been slow to react to the emergence of this new participatory culture; the greatest opportunity for change is currently found in ... informal learning communities,” in [Confronting the Challenge of Participatory Culture: Media Education for the 21st Century](#).

The San Francisco Public Library (SFPL) serves the city and county of San Francisco, as well as the surrounding Bay Area, as the provider of free access to information, technology, and cultural programming, with rich and deep collections of resources. The SFPL serves more than 7 million visitors per year through its 27 branch Libraries, Main Library and bookmobiles, offering dedicated programs, services, and collection resources to teens. The Main library offers city-wide services and functions as the neighborhood branch for the Tenderloin, Civic Center, and SOMA districts. With the highest crime and poverty rates in the city, the Tenderloin is a difficult place for San Francisco teens and children to live and learn. Many children living within this area come from single parent households and the median household income is \$27,000 (2010 Census). These are among the most densely populated neighborhoods in the city but they offer the fewest services and amenities, including household access to broadband. As the largest provider of free public technology in the city, SFPL has been recognized as a key leader in addressing the technology and broadband access divide in the Tenderloin and other similarly challenged neighborhoods ([Digital Inclusion in San Francisco, 2007 UC Berkeley’s Goldman School of Public Policy](#)).

SFPL's role in supporting technology and media literacy for all teens within the city is a central priority in our long-range strategic planning. All youth are using information technology and media on some level, and SFPL has a core responsibility to support their exploration, critical assessment, development, and ownership of the digital landscape. For decades, SFPL has worked to narrow the technology gap while also fostering strategic partnerships to increase literacy of all kinds within San Francisco, and the development of a Teen Center Learning Lab would naturally expand these efforts to address a critical need. With facilities and services in every neighborhood in San Francisco, a mission that supports information, technology, and media/news literacies, and a commitment to building a dynamic Teen Center Learning Lab within the city's Main Library, SFPL is positioned as an ideal anchor institution. SFPL can provide a foundation on which to build a larger, citywide learning network that leverages the strengths of the many organizations serving youth and pioneering digital media education efforts.

The Teen Center Learning Lab will provide a central place for learning as well as utilization of skills gained through informal learning institutions, including museums, school and social groups, as recommended in the New Media Consortium's [Horizon Report 2010](#) on digital media in museums, the MacArthur Foundation's ethnographic work on [digital media](#) learning, and the [IMLS report on 21st century museums and learning](#). Specifically, SFPL and a team of key partner organizations will create a Teen Center Learning Lab that will address our community need by:

- 1) Equipping youth with the access, skills, and learning framework required to fully benefit from emerging media and information technologies;
- 2) Serving as a citywide hub and pipeline for media content creation, sharing, and collaboration;
- 3) Facilitating teens transformation from media consumers to engaged media producers;
- 4) Forging new models for teens to meaningfully participate in their communities.

Not only will teens benefit from the new Main Library Teen Learning Lab, but the Lab will also serve as an incubator for new ideas, provide scalable models for future program expansion to branch and other neighborhood locations, serve as a vehicle for establishing a broad-based media learning network for all Bay Area teen and technology service providers. The Lab design and program is supported by the findings of the [IMLS Digitally Inclusive Communities](#) "Building Digitally Inclusive Communities: A Guide to the Proposed Framework," which notes that an important step toward promoting digital inclusion is to provide tools to help communities assess their current capabilities, work across institutional boundaries, and effectively realize the potential of a digitally inclusive community.

PROJECT DESIGN

The SFPL proposes a planning process, soliciting involvement from a trio of key partners, to achieve two primary goals: 1) to vision, test, and design a Learning Lab at the Main Library and 2) to develop a citywide framework for incorporating content-based curriculum in a shared online platform, with the help of a broad consortium of youth service providers and a team of youth leaders across the city.

Three community partners bring a wide base of expertise, experience, and resources to the proposed program, and, with the public library, form the strong basis for a citywide digital learning network. The [Bay Area Video Coalition](#) (BAVC) Next Gen programs are a national model for youth-driven innovation and engagement with digital media, with programs serving predominantly low-income youth. The [California Academy of Sciences](#) is a multifaceted scientific institution committed to leading-edge research, to educational outreach, and to finding new and innovative ways to engage and inspire the public. [KQED](#) is the

Bay Area's largest public media television and radio station. KQED Education produces and distributes media-rich free educational resources to engage learners and bring relevant, real-world examples of standards-based content into the classroom.

In addition, a network of community collaborators will engage in the planning process to achieve a city-wide vision, ensure success of process and forge a strong foundation for growth and sustainability of a learning network throughout the city. This network, to include leading youth, arts, and media organizations such as 826 Valencia, BAYCAT (Bayview Hunters Point Center for Arts & Technology), California Poets in the Schools, SF Film Society, Streetside Stories, TILT (Teaching Intermedia Literacy Tools), Writer's Corps, YouthSpeaks, and the Zeum, will participate in programming the learning lab and integrating learning opportunities. The project will also receive strong support from key city agencies - the San Francisco Unified School District and the City and County's Department of Children, Youth and Families.

SFPL will initiate a planning process in January 2012 that will enable us to build the vision for youth driven interactive learning, develop an online community engagement space or platform, create a framework for partner collaboration and youth learning, and design a physical teen space/learning lab at the Main Library that is accessible to all youth for free, seven days per week.

An 18 month planning process includes the following elements:

- Youth Design Camp. A half-day workshop that engages 20-40 youth in defining the vision of the planning process and ultimate goals.
- Master Design Workshops. 1-2 day sessions with SFPL, program partners, community collaborators, and youth leaders.
- Teen Engagement events and pilot programs. A total of 12 events, developed and implemented by SFPL and the partner organizations, testing programmatic, platform, and design elements at each phase.
- Evaluation. In order to better inform an iterative design process, for both program and physical space, assessment will be built into each phase of planning.
- Deliverables. Youth advisory group formed, online platform identified and tested, partnership framework (learning network established), functional building program, conceptual design, sustainable funding plan.

To facilitate the planning process, SFPL will engage The Third Teacher (TTT), an "education design consultancy within Cannon Design which helps learning communities better serve 21st century learners," to facilitate ideation sessions with stakeholders. Planning and documentation will include four overlapping phases, commencing in January 2012 and concluding in June 2013:

Building the vision (Jan – May 2012)

Partners will identify young adult mentors and teens to participate in a half-day design workshop, followed by a 3-day master planning workshop. TTT will use various exercises throughout this phase to guide the team in developing a draft vision for the Lab from the teen user's perspective. The teams also will plan two youth engagement events to take place during the visioning process. By the conclusion of visioning in May 2012, the teams will have completed a draft vision and formed a smaller, long-term youth leaders group. Through this iterative process, the vision will be refined and become the catalyst for all future activities.

Online community engagement space/platform (Mar – Sept 2012)

Three youth engagement activities will take place during this period, with a focus on identifying and testing interactive media options, uses of space and online tools. By the end of this phase, recommendations for design features and technology will be formed.

Framework for partner collaboration & learning (June 2012 – Feb 2013)

Four youth engagement events will take place during this phase, two to develop a model for city-wide collaboration, and two to determine a learning model. By the end of this phase, a draft framework for partnership collaboration will be in place, serving as the foundation for a cross-discipline learning network.

Design of a Teen Center Learning Lab at the Main Library (May 2012 – June 2013)

The team will participate in two additional master design workshops, including programmatic and space needs, as well as space and architecture. Youth engagement activities will focus on environment. By the end of this phase the conceptual design and building program will be complete.

See Supportingdoc3.pdf for a full draft timeline.

PROJECT GOALS AND OUTCOMES

The primary goals for the Teen Center Learning Lab planning project are:

- To vision, test, and design a Learning Lab at the Main Library; and
- To develop a citywide framework for incorporating content-based curriculum in a shared online platform, with the help of a broad consortium of youth service providers and a team of youth leaders across the city.

Based on these larger goals, the planning project will yield the following related outcomes:

- Articulation of a shared vision for digital media learning across multiple service organizations;
- Conceptual design for a Teen Center Learning Lab at the Main Library (name to be determined);
- Program design, including a framework for providing content and curriculum in a learning lab environment (and interim/alternative sites);
- Formalization of a city-wide Learning Network of youth service providers, including project partners and collaborators, with an established work plan, endorsed by city and educational leaders;
- Identification and/or structural development of an shared online platform that can integrate content from numerous partner programs and other learning labs; and
- Development of a teen leadership cohort (Youth Advisory Board), ready to move into mentorship roles as the Learning Lab, program framework, and online platform are implemented.

San Francisco Public Library and its collaborative partners envision a Learning Lab that serves as a magnet for teens throughout the City, with a physical space in the Main Library, and satellite spaces at branch libraries, partnering institutions and other appropriate organizations, all connected virtually through a shared online space. The planning process and Learning Lab programs will support the attainment of multiple literacies in technology, media, environment and health, reading and civic engagement.

Youth who engage in the planning process and Learning Lab programs will learn:

- How to evaluate, select and use library resources in new ways as sources for creative media projects;
- How to be better consumers and evaluators of digital content;
- Hands-on skills in the use of technology and media production tools;

- How to share and license work produced in the Creative Commons;
- How to tell stories that support and celebrate local culture and diversity.

In addition, the Lab will open doors for career development and digital portfolios. Teen producers, distributors and curators of work in a digital world will gain practical knowledge about such topics as distribution rights, copyright, journalism ethics and more to help them in their current projects and future careers. Ultimately, the Lab would provide a bridge between youth, mentors, partners and the premier Bay Area technology companies and start-ups, with the goal of providing the skills needed for teens to compete as adults in the digital world, and through its youth mentors, allows a way for teens to stay connected to the learning resources into adulthood.

Sustainability strategies will be piloted as part of teen engagement events and the work of the youth Advisory Board. Planned approaches include successive youth mentor cohorts, a train-the-trainer model to ensure continuity, ongoing partnership with public access television and community programs, and youth network linkages with after-school nonprofit partner organizations.

The planning process will also incorporate a strategy of regular evaluation to formally assess our collaborative effectiveness in a way that can tangibly improve the quality of our remaining work together. Anonymous partner surveys will be conducted at the start of planning, at the conclusion of each major planning phase, and at the end-point of the planning project. The surveys, developed collaboratively at the outset of the planning process, and completed by project partners and youth advisers, will address the checklist of progress, measuring success toward final goals. Additionally, these surveys will be augmented by a youth focus group at each planning phase. Partners will review summaries of the results at a team meeting concluding each major phase of the project, and will discuss them collectively to determine corrections and improvements before embarking on each subsequent phase of planning.

PROJECT RESOURCES: BUDGET, PERSONNEL, AND MANAGEMENT

SFPL has identified the development of a Teen Center Learning Lab and related learning network as a top strategic priority in the next two years and beyond. As such, SFPL has committed significant staff time (as cost-sharing expenses) to the management of this planning process.

- The Teen Services Specialist, a Librarian II supervisory position, will act as project lead throughout planning. With the support of two Librarian I staff, the Teen Specialist will manage the organization of design activities and teen events, the involvement of youth in planning, and direct daily communication with consultants and partner organization staff.
- SFPL will add a fulltime Librarian II Teen Center Manager, beginning in July 2012, dedicated to overseeing planning and design activities. (Job description included in Resumes.pdf)
- Technology needs will be supported fully by the SFPL Information Technology division, through the involvement of both the Chief Information Officer and Digital Initiatives Manager, who will participate in all planning activities, consult with partners, and ensure that equipment and staff resources are in place.
- Administrative support will be provided by the Chief of Children and Youth Services, aligning program goals and activities with system-wide teen services objectives, allocating staff and operational resources as needed, and working with the Teen Specialist to manage implementation of the consultant workplan.
- Organizational support will also be allocated to manage building-related activities (Facilities Manager), finance/grant management activities (Chief Financial Officer), and marketing/publicity/graphics (Public

Relations Manager).

- Finally, the Deputy City Librarian will provide oversight of the consultant's contract and ensure that resources are aligned to achieve long-term sustainability of the program, including staffing needs and construction of the Teen Center Learning Lab.

Grant funds are requested to allow SFPL to engage an education design consultant, The Third Teacher of Cannon Design, in a series of visioning and design workshops that will involve the library, youth, partners and additional collaborating organizations. While SFPL will commit the needed staff time to complete the project, The Third Teacher brings expertise and capacity in planning, ethnography, and design that will augment the skills and resources of SFPL and the project partners. SFPL will contribute 25% in cost sharing to consultant fees.

SFPL's partner organizations bring unique and valuable resources and sustainable support to the proposed program, with a proven record of success in working with youth, interactive curricula, and technology. As detailed in the Budget Justification, BAVC, California Academy of Sciences, and KQED will contribute expertise (technology and media based programs, education, production), content (media, arts, STEM), a broad reach (program linkages, wide audiences), youth (leaders and ambassadors engaged in their programs), and mentors (partner staff). Funding is requested to offset costs of dedicated staff time and materials that the partners will contribute to the planning effort; 41% of partner costs will be contributed through cost-sharing.

Because the proposed project is built around the concept of engaging youth directly in visioning, design, and later program implementation, SFPL requests funds to create a stipend for teens who participate. Through the stipend program, SFPL will recruit an average of 8 high-school aged youth to assist with leading and shaping the program throughout planning. Positions may rotate as needed, dependent upon school schedules, etc.

Additional funding is requested for travel (43% cost share) based upon estimates for two required trips related to the grant. Small equipment items, such as cameras and iPads, would be purchased as supplies and materials (54% cost share) to use during the design, visioning, and pilot processes.

Finally, SFPL is currently engaged in a space planning project, with a goal of identifying the space for a new Teen Center at the Main Library, which will be completed by January 2012. SFPL has committed to identifying capital funds to build the Teen Center, but seeks grant support to develop the vision and design for the space and the services it would provide. Building on the groundbreaking work of the YouMedia center in Chicago, SFPL is prepared to advance the national discussion of improving education through exploration of digital media learning, and would relish the opportunity to work with partners locally and beyond to create a dynamic network of engaged youth, libraries, museums, and other community based organizations.

BUDGET FORM: Section B, Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages		\$204,273.48	\$204,273.48
2. Fringe Benefits		\$89,063.24	\$89,063.24
3. Consultant Fees	\$30,000.00	\$10,000.00	\$40,000.00
4. Travel	\$4,000.00	\$3,000.00	\$7,000.00
5. Supplies and Materials	\$8,233.72	\$9,688.80	\$17,922.52
6. Services	\$34,981.80	\$24,504.00	\$59,485.80
7. Student Support			
8. Other Costs	\$22,464.00		\$22,464.00
TOTAL DIRECT COSTS (1-8)	\$107,661.80	520725.62	\$628,387.42
9. Indirect Costs			
TOTAL COSTS (Direct and Indirect)	\$99,679.52	\$340,529.52	\$440,209.04

Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	\$99,679.52
2. Cost Sharing:	
a. Applicant's Contribution	\$340,529.52
b. Kind Contribution	
c. Other Federal Agencies*	
d. TOTAL COST SHARING	\$340,529.52
3. TOTAL PROJECT FUNDING (1+2d)	\$440,209.04
Percentage of total project costs requested from IMLS	23 %

*If funding has been requested from another federal agency, indicate the agency's name: