

**Full Grant Proposal
Library Services and Technology Act FFY 2012**

This form is available for download on our web site via:
<http://www.oregon.gov/OSL/LD/grantmainalt.shtml>. Use 12 point Times New Roman, with one inch margins. Do not alter the format of this form. The deadline for receipt of the Project Proposal is **5:00 pm on Friday August 12, 2011.**

Part I: General Information

1. Project title: Homework Help @ Multnomah County Library
2. Applicant: Multnomah County Library
3. Address: 205 N.E. Russell, Portland, OR 97212
4. Contact Person: Katie O'Dell, School-Age Services Manager Phone: 503.988.6002
Email: kodell@multcolib.org
5. Fiscal agent (if different than applicant):
6. Project URL (if any): <http://www.multcolib.org/homework/>
7. U.S. Congressional District: 3
8. List geographic target area to be served by the project: Multnomah County
9. Estimated number of persons benefiting from the project: 116,471
10. Description of persons benefiting from the project: Children and young adults, ages eight through 18, who will benefit from improved homework help resources.
11. List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants.
12. Project abstract (one paragraph): The goal of *Homework Help* is to identify and evaluate the homework reference needs of students, educators, parents, and librarians for the purpose of designing an integrated homework help tool that will effectively respond to young people's needs and experience using new digital technologies. A full-time Project Coordinator (part-time in year two), assisted by a Project Consultant, will help us learn more about the online habits and behaviors of students ages eight and older.
13. Provide the text of the single most relevant goal and high-level outcome from the *Five-Year State Plan 2008-2012* that will be addressed by the grant project.
Goal #5: Using Technology to Expand Access and to Increase Efficiency
High-Level Outcome: Access to information is enhanced through the use of cost-effective technologies to deliver information/content

14. Briefly describe how the LSTA project will continue after the grant ends, especially noting local support: Work begun during this two-year project will be sustained by library staff (School Corps Librarians, Youth Librarians, Reference Librarians, and Information Technology staff) and continued with local funding support.
15. List letters of support for the project (name, affiliation) that are attached to this application. Do not include letters from project partners listed in #11. Susan Stone, Library Services Coordinator, Portland Public Schools; Kathleen Casey, L-Net Librarian; Mary M. Bush, former MESD librarian; Nick Jwayad, Office of Information Technology, Portland Public Schools; Nancy Sullivan, Madison High School Librarian; Margaret Mellinger, Oregon State University.

PLEASE FILL IN THE FOLLOWING INFORMATION ABOUT THE ANTICIPATED LENGTH OF YOUR GRANT PROJECT:

(Check applicable boxes)

THIS IS THE 1st YEAR OF A ONE YEAR GRANT PROJECT
 2nd YEAR TWO YEAR
 3rd YEAR THREE YEAR

For projects that are multi-year be sure to include an estimate of the funds anticipated to be needed for the future years in the budget discussion.

THIS IS PRIORITY **#2** OF THIS ORGANIZATION’S PROPOSALS

Part II: Project Budget

Proposed project budget (use this format only – do not alter):

(Double click on the table to enter data. Before closing the table, be sure to scroll to the top of it)

Item	Local Cash	Local In-Kind	LSTA	TOTAL
Personnel		\$38,637	\$64,304	\$102,941
Benefits		\$21,829	\$38,106	\$59,935
Travel	\$167	\$0	\$60	\$227
Equipment				\$0
Supplies	\$150	\$300	\$0	\$450
Contractual			\$16,000	\$16,000
Library Materials				\$0
Total Direct Charges	\$317	\$60,766	\$118,470	\$179,553
Indirect Charges**			\$2,985	\$2,985
Total Budget	\$317	\$60,766	\$121,455	\$182,538

** If requesting indirect charges, you MUST attach the relevant portion of a current federally-approved indirect cost plan.

Proposed second year LSTA amount: \$135,874 Proposed third year LSTA amount: N/A

Part III: Project Narrative

(Attach additional pages. See the criteria for grant proposal evaluation in the Grant Guidelines as well as the Grant Application Instructions for more information on this section.)

A. Background of Applicant (describe the agency's ability to undertake this project)

The mission of Multnomah County Library is to enrich lives by fostering diverse opportunities for all people to read, learn and connect. Multnomah County Library upholds the principles of intellectual freedom and the public's right to know by providing people of all ages with access and guidance to information and collections that reflect all points of view. What is now the Multnomah County Library dates its existence from 1864, a time when Portland was a frontier town with frame buildings, muddy streets and few sidewalks. A small group of Portland citizens met to establish a subscription library and reading room, organizing under the name "Library Association of Portland." On March 10, 1902, the library became a tax-supported free public library, open to all residents of Portland. In 1903, services were extended to all residents of Multnomah County and the Multnomah County commissioners became ex officio members of the library board.

In addition to being the oldest public library west of the Mississippi, the Multnomah County Library is Oregon's largest public library, serving nearly one-fifth of the state's population as it provides public library service to the 736,785 residents of Multnomah County (*July 1, 2010 Revised Population Estimates, Population Research Center, Portland State University; certified as of March 31, 2011*). The Portland Metro area is forecast to take in nearly a million new residents by 2030, a 46% increase from 2005 in an area that already has more racial and ethnic diversity than the rest of the state; 18% of residents speak a language other than English at home. Multnomah County has the greatest number and largest proportion of minorities in Oregon. This percentage is broken roughly into 80% White; 10% Hispanic or Latino (of any race); 6% Black; 1% American Indian/Alaska Native; 7% Asian/Pacific Islander; with 7% reporting some other race, or two or more races (*2009 American Community Survey*). Statistics reported for FY 2011 indicate that Multnomah County Library hosted 22,436 public programs for kids, teens, adults, and families that were attended by 325,171 people.

To address the needs of its community, Multnomah County Library has significantly expanded its services to speakers of languages other than English. Federal funding has played an important role in funding the planning research and assessments that have revealed the needs of these rapidly growing groups. For example, thanks in large part to the LSTA-funded project *LIBROS (Library Outreach in Spanish)*, Multnomah County Library has been able to expand its Spanish language programming and develop a Spanish language website that parallels the English version. This same desire to fully serve all residents led the library to successfully seek an LSTA 2006 (*Planning Culturally Appropriate Library Services*) grant to fund a comprehensive needs assessment for local Russian, Vietnamese, and Chinese speakers. Further, thanks to an LSTA 08 grant (*This is How I Use My Library*), speakers of Chinese, Vietnamese and Russian throughout the state now benefit from a new informational orientation DVD. Today, Multnomah County Library provides printed information about its programs and services in four languages – Spanish, Russian, Chinese and Vietnamese. The library has added “*Talk Time*” to its list of programs offered—English conversational practice sessions held in several neighborhood libraries—as well as citizenship classes. These resources for immigrants has attracted national

attention and a 2011 national achievement award from the National Association of Counties. Long-time residents have also benefited from the library's focus on service planning; the final recommendations from a 2010 LSTA grant (*Preparing African-American Children for Kindergarten*) have been broadly disseminated for discussions presently underway.

The environment in which Multnomah County Library operates is continually evolving. As services and materials evolve to reflect the changing needs and desires of our users, constants remain that define this library over the course of time and transformation: a quality collection, excellent service and welcoming spaces. The seven service priorities listed below will guide us over the next few years (2009-2012) to ensure that Multnomah County Library is providing our community with the best, most relevant service it can with limited resources:

1. **Exceptional customer service:** Our patrons consistently receive outstanding customer service that is responsive to change. Patrons will easily find staff who are available to assist and interact with them at their points of need.
2. **A resource during this economic crisis:** Patrons will find resources, programs and support to improve their lives during the current economic crisis.
3. **Efficient materials movement:** Patrons will receive their library materials as quickly and cost-effectively as possible. Patrons will be able to access materials in ways that are focused on self-service and ease of use.
4. **Early literacy:** Children from birth to age five will have programs and services designed to ensure that they will enter school ready to learn to read, write and listen.
5. **Success in school: support for K–12 student learning:** Students will have the services, materials and resources they need to succeed in school and to improve their literacy.
6. **Resources for immigrants:** Immigrants will have the information and resources they need to participate successfully in life in the United States.
7. **Facilitating civic engagement:** Patrons will have access to resources that support, create opportunities for, and inspire participation in our community, as well as address issues of public concern.

In 2010, Multnomah County Library was honored with the Institute of Museum and Library Service's National Medal for Museum and Library Service. Multnomah County Library's ongoing commitment to serve its entire community and to ensure that families receive culturally and linguistically appropriate services, coupled with its successful track record of serving children and families, especially those from unserved and underserved populations, makes it a worthy applicant for FY 2012 LSTA funding. Priority #5 is especially relevant to the proposed project.

B. Detailed statement of problem

As the nation struggled through a historic recession, millions of people in the United States visited a public library to use computer and Internet services. A new groundbreaking study (*Opportunity for All: How the American Public Benefits from Internet Access at U.S. Libraries*, released March 25, 2010) reveals that people use this service to perform life-changing and life-enhancing tasks in the areas of education; employment and entrepreneurship; health and wellness; E-government and legal services; civic engagement; household finances; and communication. Nearly one-third of Americans age 14 or older—roughly 77 million people—used a public library computer or wireless network to access the Internet in the last year. Teenagers were the most active users, with half of the nation’s 14- to 18-year-olds reporting they used a library computer during the last year and one quarter saying they used one every week. More than 32 million people (42%) used library resources to help them with their education and training needs in the last 12 months. Among these users 37% (an estimated 12 million youth and adults) used their local library computer to do homework for a class. One in three used library computers to learn about college degree or certificate programs. Twenty-four percent used the computers for online classes or assignments.

One area of library technology resources that saw double-digit growth over the past two years is homework resources. 87% of public libraries now offer online homework help – serving the educational needs of over 42 million K-12 students. These results from *Libraries Connect Communities: Public Library Funding & Technology Access Study 2010-2011* show an even greater percentage — 64% — of 14-to-18-year olds use public access computers in libraries to do homework for a class. In fact, Oregon data from this study shows that 89.4% of public libraries offer web-based homework resources as compared to 87% of U.S. libraries overall.

According to the National Education Association, survey data and anecdotal evidence show that some students spend hours nightly doing homework. In the last 20 years, homework has increased only in the lower grade levels, and this increase is associated with neutral (and sometimes negative) effects on student achievement. A recent CNN study released by the National Education Association revealed that half the 200 students surveyed said they had been unable to finish homework because the assignment was too tough or they couldn't find anyone to help them. Four of 10 parents surveyed (500) said that their students have too much homework, and a quarter of them said the homework was too hard. After looking for help from their parents, students turned most to the Internet and their teachers for assistance. Putting aside the argument that kids have too much homework, why is there no mention of libraries in this study?

Multnomah County Library serves an estimated 116,471 students ages five to 18 (*2010-11 Oregon Department of Education Enrollment estimates*) who attend the County's public school systems, numerous private schools or are homeschooled. The delivery of library services to students is guided by a key priority, "success in school: support for K-12 student learning," which reflects the library's commitment that students have the services, materials and resources they need to succeed in school and to improve their literacy. To this end, the library offers Homework Center, a one-stop selection of electronic databases, homework websites, and access to free online help from real tutors. In 2011, the library counted 1,149,423 Homework Center page views. FY 2011 data collected from tutor.com reveals that there were 5,864 total live homework help sessions; of these, 3,884 were K-12 sessions of an average length of one hour.

While this expansive set of online resources may sound appealing to adults, it has become less relevant to young people who normally frequent Facebook, Wikipedia, Google, YouTube, email,

and chat, according to IMLS-funded findings from focus groups conducted by New York City's three public library systems in 2007. The focus group findings determined, overwhelmingly, that public libraries are not in the minds of young people as a place – physical or virtual – where they can receive homework support. In terms of physical access, students think of the library as a place to find resources for leisure reading and activities. Moreover, they are comfortable and feel successful in the ways they currently use the Web to find information for homework and leisure pursuits. A majority of participants indicated Wikipedia or Google serves as their primary source for homework information. They also spend a great deal of time in social networking sites where they manage a wide array of personal and recreational applications such as email, music files, games, and instant messaging.

Overall, usability testing indicated that students found the NYC site text-heavy, hard to navigate, and had trouble interpreting its resources in order to find the necessary information to complete their homework. Students were either unaware of potentially helpful resources like subscription databases or ignored them because they were difficult to search and operate. Just as important, despite conducting research that informed the development of the site, librarians did not fully understand the online lives and interests of their student patrons. The static site that was planned and ultimately developed was part of a different worldview from students' norm and comfort level, one that is disconnected from their actual online lives. In addition, the creation of HomeworkNYC.org in 2005 did not anticipate the burgeoning effect that Web 2.0, the new generation of web-based services that emphasize user input and collaboration, would have on the digital landscape. The evaluation concluded that a homework help resource could better serve the needs of young people if it was designed to respond intuitively to the way they seek out information.

"Young adults expect to have content delivered to them where they are and to be able to repackage it and push it out into their own social sphere."-Librarians and Educators Online

Public libraries play a unique role in youth development. Libraries foster learning in an informal and supportive environment that encourages young people to connect to their peers and to library staff in positive ways. These audiences are particularly tech savvy and active on the Web; during after-school hours they flock to their local public library to join in gaming activities, check out their peers' Facebook pages, and see the latest videos posted on YouTube.com. Research points to the many ways in which libraries must respond to emerging technologies and their implications for how young people learn (MacArthur Foundation, 2007). Because they are growing up in an information-rich, media-savvy environment, today's youth think and process information in a fundamentally different way than their predecessors. According to *The Museums, Libraries, and 21st Century Skills Task Force*, as a result, there has been a sea change in consumer expectations: if you have something interesting to offer, you should be prepared to offer it however and wherever the customer wants; allow the customer to create, participate in, share, refine, save and reuse it instantly and easily; and make it accessible and affordable. Libraries must develop resources that respond to younger generations' expectations, providing open access to readily available digital collections, encouraging communication, and, most importantly, existing where young people live their online lives.

"This wasn't just a matter of building a site for teens or other kids and hoping that they'd come, but also kind of realizing that there are really three stakeholders in homework: There's the kids themselves, their parents, and their teachers. And we needed to understand all three and their

perspectives about the Internet to build the best service possible,” - Josh Greenberg, the former director of digital strategy and scholarship at the New York Public Library, who left recently for a job at the Alfred P. Sloan Foundation.

Local data supports these findings and a strategic, well-planned approach. Multnomah County Library is committed to expanding into new technology territory. In the 21st century, the public has grown accustomed to personalized, customized, and on-demand experiences that are easy to access and simple to share and build upon. In 2010, initiated as a result of organizational need and strategy initiatives, Multnomah County Library launched an OrangeBoy survey of cardholders from 11/29/10 to 12/22/10. Responses collected during that period described the attributes "very likely" to increase use. Among respondents ages 13-17, 18% identified Homework help centers and 31% identified mobile phone apps as "very likely" to increase their use of the library. Comment cards, and feedback via social media supplemented the OrangeBoy to reinforce the fact that Multnomah County Library patrons are demanding a mobile app to connect them to their library. Recent website visit data further supports the need for a user-friendly mobile app.

With financial assistance from The Library Foundation, Multnomah County Library will soon unveil *multcolib*, a new mobile app that allows patrons with smart phones to carry the library with them. From their smart phones, patrons can use the app to search the catalog, check their account information, manage holds, find the nearest library, Ask the Librarian through chat or text, download e-books, stream music, connect via social media, and more. The testing stage for the app was completed in July, with a goal of making the app available to the public by the end of summer, pending approval from the Apple Store. Multnomah County Library will add features to the app in future updates. Multnomah County Library is also in the process of planning a migration of its Website and key public Web applications to Drupal, an Open Source content management system that allows for more interactivity and patron engagement. The first application to be developed in Drupal will be an upgraded, easy-to-use event management system that will debut later in 2011. Additionally, a project to migrate the intranet is planned, designed to leverage the power of Drupal for a more efficient staff workflow and additional functionality.

Given the continually evolving environment in which the library operates, LSTA assistance is needed to reassess and re-imagine how the use of social media impacts the delivery of school supports, and to investigate the answers to a number of emerging information literacy issues. For example, does the Homework Center site's more complicated search features encourage students to instead indiscriminately search Google for answers to their homework questions? What role does ease of use and Web environment play in a student's search for authoritative information? The 2007 IMLS-funded findings reveal that students use Web resources recommended to them by their teachers. If a teacher doesn't provide a list of resources, students turn to their parents or their friends for help before asking a librarian. A 2007 survey of urban public libraries' websites resources that do not engage students outside of the library's website. Many sites feature access to tutor.com, an online resource that provides one-on-one homework help to students. However access to services like this can be costly, are often limited to specific geographic areas, and do not take advantage of the many resources available in a library's holdings, focusing instead on text-based, static websites. Further, there is a lack of recent assessment data about the features and content that teachers, parents, and students expect to see in any recommended homework resources.

- C. *Describe the proposed solution that the project will implement. Indicate the project goal, and the quantified objectives that will be used to measure whether the goal is accomplished. Describe the activities that will be undertaken to meet each objective. (include timeline)*

The goal of *Homework Help* is to identify and evaluate the homework reference needs of students, educators, parents, and librarians for the purpose of designing an integrated homework help tool that will effectively respond to young people’s needs and experience using new digital technologies.

During the first year of this two-year project, we will accomplish three objectives:

- 1) By the end of the first LSTA-funded quarter, hire a full-time Project Coordinator (part-time in year two) to help us learn more about the online habits and behaviors of students ages eight and older.
- 2) By the start of the second LSTA-funded quarter, contract with a consultant to facilitate four focus groups (students, teachers, school administrators, and parents) convened to assess young people’s information-gathering tendencies, research needs, and youth/adult expectations, and contract for culturally appropriate translation and interpretation services to encourage project participation by community members with limited English proficiency.
- 3) By the start of the fourth LSTA-funded quarter, analyze the results of a literature review of best practices and the local needs assessment findings to write and distribute a white paper outlining the recommended action steps (and costs associated with) implementing an audience-responsive redesign of online homework help resources at Multnomah County.

Homework Help builds on a strong foundation by the library's Homework Center Task Force, formed in 2008. Since that time, the Task Force has been meeting monthly to work together to make the Homework Center site more interactive and timely. Suggested additions planned for the site include a “What’s cool this month?” feature, a website and database highlight that connects to some of the school districts’ perennial assignments and changes as it refreshes on the page; and additional catalog search string links in appropriate subject areas to dynamically run catalog searches when clicked. To make the site easier for youth to find information they want and need, among other things, they plan to test usability with students to best understand the problems they have; test a Google mini-search box to see if that helps/hinders the students in finding information; improve the navigation using results from various tests as well as staff input; simplify the homepage and each subject’s sub-navigation; minimize the layers a student has to drill through to get to content, even if that meant reducing and/or rearranging the amount of content or changing page names to be more intuitive for students; and significantly weed the site so that the best resources stand out.

Plan of Operation

Homework Help's work plan has been designed to learn more about students’ homework and research habits and online activities. Activities include: holding focus groups; conducting best

practices research; gaining a better understanding about apps (e.g., My Homework, a free tool that helps students keep track of their assignments, schedules, projects, and test dates); and crafting a recommended plan for the redesign of integrated homework help. Our aim is to engage all community youth stakeholders, including parents, educators, librarians, and most of all, children and teenagers (ages 8-18). Surveys will be distributed to Youth Services staff, Reference staff, parents, youth, and teachers; and key informant interviews will be conducted with representatives of Oregon public libraries and other library staff.

A literature review and initial environmental scan of all homework resources, including Open Source solutions, will be conducted. Since mobile phones, tablets, laptops, netbooks, USB drives, and handheld games seem to be everywhere, the environmental scan will investigate how these ever-present gadgets are used for mobile learning. Mobile learning can happen anywhere: in a classroom, at the dining room table, on a bus, in front of a science exhibit, at the zoo... anywhere. Portability is not as important as the ability of the learner to connect, communicate, collaborate, and create using tools that are readily at hand. *Homework Help* resources could be used to support mobile learning. For example:

- A student who does not understand a math concept is directed to a podcast to view that visually explains the concept.
- While reading historical fiction, a student wants to know more about President Nixon, so he instantly accesses an article about Watergate online and views the Watergate complex on an interactive map.

With such a variety of tools and resources always available, mobile learning provides increased options for the personalization of learning. Mobile learning in classrooms often has students working interdependently, in groups, or individually to solve problems, to work on projects, to meet individual needs, and to allow for student voice and choice. With access to so much content anytime and anywhere, there are plenty of opportunities for formal and informal learning, both inside and outside the classroom.



Learners have access to a variety of devices, apps, and content. (Credit: Arizona K12)

The needs assessment will also uncover the opportunities and potential barriers of using social networking tools in the Homework Center redesign. Social networking has been shown to help improve reading and writing. As a result, teachers are starting to use these tools in their classrooms as a way to enhance student literacy skills and to give students the chance to connect with others from around the world. For example:

- A student creates a VoiceThread presentation in order to learn about global warming and to discuss the topic with others.
- A 10th grade English teacher creates a blog to give students a chance to talk about reading they are doing as a part of the class.
- A student created a Facebook profile for William Shakespeare. By creating this space the student was able to write about Shakespeare and his works in a format that was interesting and comfortable.
- Students take lyrics from their favorite songs and paste them into Wordle. The visual word cloud results provide students with the chance to analyze the language of the song and discuss the meaning of the lyrics.
- Students use Google Docs as a way to collaborate with classmates on writing assignments. No matter where the students are – classroom, public library, or home – they can access the document and work on it in real-time with their classroom partners.

Homework Help resources could harness the benefits of social networking. For example, Delicious.com is an online and social bookmarking service. It's social because the thousands of people who use it openly share their bookmarks with others. Delicious is home to the largest collection of bookmarks on the web, and that collection is searchable. In fact, it's a great idea to search Delicious when teachers are looking for online resources. The search results are websites that actual humans took the time to bookmark. This is different from Google since their [results are based on backlinks](#). Spending time searching Google for educational resources can be draining. Often the best websites are buried in advertisements, useless blog post links, and link farms. When a site appears at the top of Google's results, it only means that page has a high PageRank; there's no guarantee that real people recommended those sites.

The project will acknowledge and respond to the new ways in which young people are processing and learning information by incorporating libraries' strengths into a new media format that is accessible and familiar to young audiences. Project staff will create a white paper, an authoritative paper about the latest library trends related to homework and online access of materials. Project staff will speak to experts in the field of mobile learning, cross platform developers, and others to craft a recommended action plan for the redesign of integrated online homework help.

In year two, we will promote the project's findings to target constituencies, and work with a user interface designer or web content creator to design, test, and implement an appropriate response to the findings uncovered during year one. This may be a new suite of digital tools for homework help (e.g., apps, customizable Web portal) or a recasted, mobile web environment that can be used by students to successfully complete their homework no matter where they are that may be a more convenient and useful method of accessing authoritative, high-quality online homework assistance.

Project Timeline

First Grant Quarter: In **months 1-2**, the library will recruit, interview and hire the grant Project Coordinator. In **month 2**, the library will issue a request for bid for a qualified library consultant. In **month 3**, the library will select the winning consultant and identify a variety of settings in which to hold community focus groups. (A needs assessment of modest scope typically takes between four to six months to carry out.) In **month 3**, the Project Coordinator will begin a pre-assessment to determine what is already known about the needs in the community; create initial plan for focus groups; identify issues of concern; identify and begin to collect/analyze demographic data; attend project meetings with the selected consultant to determine the final needs assessment process; and work with IRCO and School Corps staff to issue culturally appropriate invitations to focus group participants. The library will prepare and submit its first LSTA grant quarterly report.

Second Grant Quarter: From **months 4-6**, the main assessment will begin as the selected consultant gathers data and opinions by facilitating 4 focus groups. The Project Coordinator will create an initial environmental scan of all homework resources (including Open Source solutions), conduct 2-4 key informant interviews, and survey library staff and cardholders. School Corps librarians will also meet with school representatives, and Youth Librarians will poll youth on Teen Advisory Councils in neighborhood libraries to discuss the types of resources they need. Preliminary findings will be used to prepare a continuation request for second year LSTA funding. The library will prepare and submit its second LSTA grant quarterly report.

Third Grant Quarter: In **month 7**, the consultant will deliver the written feedback from the focus groups' portion of needs assessment. In **months 7-9**, the Project Coordinator will synthesize the results of the literature review, environmental scan of best practices, and focus groups input, and craft a white paper designed to address the stated problem, together with recommended action steps, budget considerations, and a proposed plan for the redesign of integrated online homework help. The library will prepare and submit its third LSTA grant quarterly report.

Fourth Grant Quarter: In **month 10**, the Project Coordinator will widely circulate the white paper for feedback and revision. In **months 11-12**, library staff will meet to discuss the project's recommendations. An LSTA peer review evaluation will take place in **month 11**, and year one's final grant closeout activities will commence. All final reports will be submitted in **month 12**.

Project Staffing

The project team will report to **Ellen Fader**, Youth Services Director since 1995. As such, Ellen oversees the work of staff involved in presenting programs for children, teens, parents, educators, and child care providers; supervises work of youth outreach staff who work in schools, detention, and community settings; and coordinates the work of youth librarians. Active in the American Library Association (ALA), Ellen has chaired, and served three times, on the Newbery Award Committee which annually chooses the most distinguished book published in the United States for young people. She is also a past president of the Association for Library Service to Children, a division of ALA.

The role of the Project Director

Project Director **Katie O’Dell**, School-Age Services Manager since 2008, leads a team of outreach staff that designs and implement library initiatives, services, and programs for all public and private school age students. Katie represents the library and youth services’ program of service to local educators and school administrators, educational advocacy groups, partners, and the public. Katie is also responsible for creating and enacting short and long-term service goals. Katie will hire and supervise the Project Coordinator and help issue the RFP for Project Consultant.

The role of the Project Coordinator

The Project Coordinator will be a special project position, likely to be filled internally by a qualified librarian. The Project Coordinator will conduct in-person outreach to teachers, school administrators and parents; create an initial scan of all homework resources; handle the literature review of best practices; work closely with the consultant in planning the focus groups; explore online resources to merge with and deliver homework help; and craft a recommended plan (white paper) for the homework help redesign. Required Qualifications include: Equivalent to a Master’s Degree from an American Library Association accredited college of university with major course work in library science. three years increasingly responsible library experience in the areas of reference, outreach, youth services, and services to school. The successful candidate will have: an in-depth understanding of youth services in libraries, and school-age library services; knowledge of principles, practices, and procedures of providing reference service; knowledge of principles, practices, and procedures of elementary and secondary education; is skilled in independently organizing and implementing research; is skilled in working cooperatively and harmoniously with staff, peers, superiors, community leaders, and special interest groups to gain cooperation and support for program work; has the ability to make sound decisions based on research and analysis; has the ability to communicate clearly and concisely, both orally and in writing; is skilled in speaking effectively before groups of people; has the ability to lead through collaboration, team building, and model this leadership style for others; is skilled in effectively representing the library to the public through personal contacts, speeches, and training sessions, and in print and Web media. A person succeeding in this position will have the ability to: design and implement a large scale environmental scan; organize and facilitate the communication of environmental scan results; work closely with multiple teams across the library and education world; connect with organizations that serve school-age children and families within Multnomah County; work calmly under pressure, demonstrating the ability to think clearly and quickly while mastering multiple tasks; and speak effectively before groups of people.

The role of the Project Consultant

The selected Project Consultant will be an independent contractor selected through a competitive Request for Proposals (RFP) process. It is expected that the selected Project Consultant, whose contract will be paid with LSTA grant funds, will have the following relevant education and experience:

- Masters in one of the following or related fields: Business, Education, or Library Science (preferred)
- At least 7 year (s) of relevant experience (required)
- Work that demonstrates an understanding of services to students (required)

- Work that demonstrates an understanding of culturally appropriate library services (required)
- Experience working on library needs assessments (required)
- Excellent communication and facilitation skills (required)
- Experience working with online content creation or management (required)
- Experience working with diverse members of a community (required)
- Experience working with public libraries (required)
- Experience working with LSTA grant projects (preferred)

In addition, qualified and proficient translation services will be handled through the county's contract with the Immigrant and Refugee Community Organization (IRCO). Translated standard documents, such as surveys, focus group invitations, comment cards used during the needs assessment process, and any other evaluation questionnaires will optimize the opportunity for the participation of residents who speak languages other than English. Culturally appropriate translated materials also demonstrate a respect for the beliefs, values, practices, and beliefs of those for whom the materials are written, as well as of those who are trying to convey the information.

The role of the School Corps Librarians

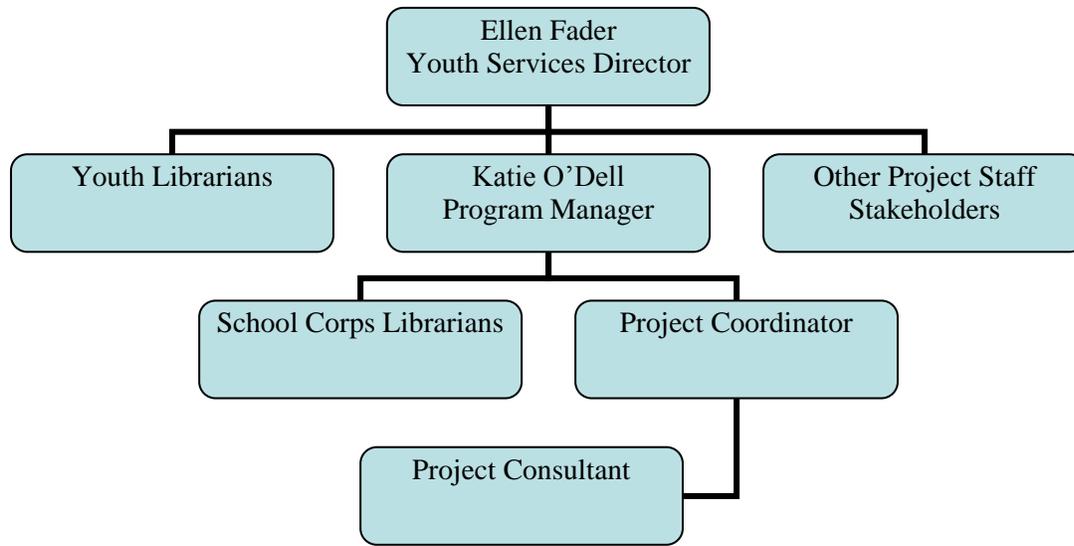
As a unit, the School Corp Librarians define and develop library outreach programs to K-12 schools in Multnomah County; develop curricula and conduct training sessions at county schools for K-12 students and faculty in the use of Multnomah County Library electronic resources; develop curricula and lead programs for K-12 students in afterschool programs; continually connect with school library staff to sustain their awareness of public library services and how they support their classroom activities; and create programs to encourage students to read, get library cards, and use the public library. **Jackie Partch** has served as School Corps Team Leader/Lead Worker since 1997. **Lee Catalano** has been a School Corps and Youth Librarian since 2001. **Cathy Camper** has been a School Corps Librarian since Feb 2007. **Kate Houston** served as School Corps Librarian since 1997 and as Lead Worker since 2007.

The role of other stakeholders

Brandon Barnett is Electronic Resources Librarian. Appointed in 2004, she manages and maintains over 100 subscription databases, including technical support and web interface for patrons and staff; maintains business relationships with over 75 vendors, including negotiation of pricing and license agreements; manages electronic resources budget; tracks usage statistics; continually evaluates current and new products; plans for integration with upcoming new ILS; collaborates with IT department; provides training for staff; collaborates with regional groups for consortial aid and buying; and provides excellent reference and customer service to the public via email, chat, IM, and subject guides. **Arlene Keller** has been the Web Services Manager since 2010. She manages the organization's website (multcolib.org), which receives as many visits as all physical branches each month; manages library's web team; in consultation with senior management, sets website vision, direction and priorities; develops and coordinate the library's social media strategy and social media campaigns; and maintains professional currency on best practices for website design, usability and social media. **Jeremy Graybill**, Marketing and Communications Director since 2010, is a master of new media, having created, implemented and led social media campaigns on platforms such as Facebook, Twitter, YouTube, and more -

successfully building and engaging new audiences and incorporating these strategies into traditional and existing outreach tools.

Project Organization Chart (does not depict actual supervisory roles)



D. Budget narrative

In year one, the total project budget is \$182,538. **An LSTA grant of \$121,455** is being sought to pay the wages (\$64,304) and 59% in benefits (\$38,106) for a full-time Project Coordinator. Travel (\$60) consists of interpreters' travel at a quoted flat rate. Contractual services (\$16,000) are comprised of a \$15,000 contract for a needs assessment consultant at \$150/hr x 100 hours, and a \$1,000 contract for translation/interpretation services with IRCO for assistance in four languages. **Indirect charges** (\$2,985) have been calculated at the approved rate of 2.52%. **Local cash (\$317)** consists of Travel (\$167) for 240 miles in project local travel reimbursed at the projected federal rate of 50 cents/mi, TriMet bus passes to encourage youth attendance at the focus group, and Supplies (\$150) for food and refreshments at focus groups. **Local In-kind support (\$60,766)** is contributed through a total of 2,888 hours in wages (\$38,637) by 15 staff of assorted classifications and their calculated benefits of 51-61% (\$21,829), and Supplies (\$300) for outreach fliers and invitations to recruit focus group participants, available in English and four other languages.

A grant of \$135,874 will be sought in year two to cover the salary and benefits (\$52,534) of a half-time Project Coordinator, an estimated contract with a user interface designer (\$80,000), and indirect charges (\$3,340) at 2.52%.

YEAR ONE

Item	Rationale	Local	Local/Partner	LSTA	Total
		Cash	In-kind	GRANT	
Personnel					
Ellen Fader, Lib. Mngr. Sr.	80 hours	\$0	\$3,982	\$0	\$3,982
Katie O'Dell, Project Director	200 hours	\$0	\$8,558	\$0	\$8,558

Appendix E – Full Application

Vacant, Lib. Mngr. Sr.	80 hours	\$0	\$3,352	\$0	\$3,352
Jeremy Graybill, Marketing & Communications Mngr	80 hours	\$0	\$2,975	\$0	\$2,975
(3) School Corps Librarians	160 hours	\$0	\$13,536	\$0	\$13,536
Brandon Barnett, Librarian	40 hours	\$0	\$1,232	\$0	\$1,232
Arlene Keller, Prog. Svr.	80 hours	\$0	\$2,764	\$0	\$2,764
Project Coordinator	2088 hours (1.0 FTE)	\$0	\$0	\$64,304	\$64,304
Youth Librarians' Team	40 hours	\$0	\$1,232	\$0	\$1,232
Information Tech Specialist	40 hours	\$0	\$1,006	\$0	\$1,006
Benefits	51-61%				
Ellen Fader, Lib. Mngr. Sr.		\$0	\$2,040	\$0	\$2,040
Katie O'Dell, Project Director		\$0	\$4,566	\$0	\$4,566
Vacant, Lib. Mngr. Sr.		\$0	\$1,746	\$0	\$1,746
Jeremy Graybill, Marketing & Communications Mngr		\$0	\$1,608	\$0	\$1,608
(3) School Corps Librarians		\$0	\$8,285	\$0	\$8,285
Brandon Barnett, Librarian		\$0	\$730	\$0	\$730
Arlene Keller, Prog. Svr.		\$0	\$1,530	\$0	\$1,530
Project Coordinator		\$0	\$0	\$38,106	\$38,106
Youth Librarians' Team		\$0	\$730	\$0	\$730
Information Tech Specialist		\$0	\$594	\$0	\$594
Travel					
Project Local Travel	.50 mi x 240 miles	\$120	\$0	\$0	\$120
TriMet bus passes for youth	\$2.35 x 2 x 10 youth	\$47	\$0	\$0	\$47
Interpreters' Travel	\$15 flat rate x 4	\$0	\$0	\$60	\$60
Equipment	N/A	\$0	\$0	\$0	\$0
Supplies					
Outreach fliers/invitations	4 languages	\$0	\$300	\$0	\$300
Food	focus groups	\$150	\$0	\$0	\$150
Contractual					
Needs Assessment Consultant	\$150/hr x 100 hours	\$0	\$0	\$15,000	\$15,000
IRCO Translation/Interpretation Svcs.	4 languages	\$0	\$0	\$1,000	\$1,000
Library Materials	N/A	\$0	\$0	\$0	\$0
Total Direct Charges		\$317	\$60,766	\$118,470	\$179,553
Indirect Charges (2.52%)		\$0	\$0	\$2,985	\$2,985
TOTAL PROJECT BUDGET		\$317	\$60,766	\$121,455	\$182,538

E. Evaluation method

Expected outputs include a plan of recommendations based on the exploration and data-gathering phases of the needs assessment; criteria for action based on high-priority homework help needs; cost estimates related to implementing the high-priority homework help needs; written focus group notes; minutes from project team meetings; and literature review/environmental scan reports. The data-gathering methods used during the needs assessment process will lead to informed decisions that can be implemented in year two.

Baseline data regarding the current use of Homework Center Resources is presently collected and tabulated monthly. The anticipated outcomes for year one of this two-year project include:

- ▶ An increase in library staff's knowledge about how young people process and learn information;
- ▶ An increased awareness about where students in our community go to find homework information;
- ▶ An increased awareness about where students spend most of their time when on the Web;
- ▶ An increased awareness about the intersection, if any, between virtual reference services and homework help resources (Some studies have shown that nearly a quarter of questions are related to school assignments, suggesting a potential here for using an ask-a-teacher chat app);
- ▶ An increase in the development and support of models that provide homework assistance through a public library;
- ▶ A change in library staff attitude and behavior to incorporate the library's strengths into a new media format that is accessible and familiar to young audiences;
- ▶ An increase in reported satisfaction rates among students, teachers, and parents regarding the library's level of responsiveness to address homework needs; and
- ▶ An increase in the number of viable, affordable best practice recommendations that can be implemented in year two that will be used by students to successfully complete their homework and, equally important, provide students with a more convenient and useful method of getting authoritative online homework assistance.

At the end of year two, longer term anticipated outcomes include:

- Students successfully complete their homework using Multnomah County Library's Homework Help resources and cite an improved ability.
- Students find Homework Help resources more convenient and useful than their traditional online information tools.
- Students recommend Homework Help resources to their peers.
- An increased number of students think about the library as a place to go for homework help.
- Educators recognize Homework Help resources as a viable helpful tool that informs their students' homework.
- Other libraries and institutions will be able to emulate and/or customize the Homework Help resources and tools for their own purposes.

The results of evaluative feedback (e.g., pop-up surveys, satisfaction surveys, Homework Center surveys for students, parents, teachers, and school librarians) will be key to the success of year one's needs assessment and recommendations for the redesign of *Homework Help* resources. For

example, in addition to collecting demographics about gender and age, the student focus groups will be asked about their Internet access and how they use the Web for homework and research. Teachers will be asked how they use the Web to support their teaching and student learning. Parents will be asked for their perspective on the effectiveness of current resources, and for their opinions and/or concerns regarding the use of the Web for homework and research. This is especially important as the New York City project indicated that students were receiving mixed messages from parents and teachers about the Internet and social media sites. In fact, New York City project staff discovered that the biggest barriers for the use of their newly created homework apps were the limitation of Internet access — bandwidth and site accessibility. For example, Facebook and other social networking sites are banned in some schools and cannot be accessed. It was also challenging to figure out how to differentiate the HomeworkNYC search apps from Google. Yet, *Homework Help* offers the opportunity to use the library's social networking sites as part of the project's assessment methodology. Twitter, a project blog, Facebook, and Google analytics will likely place a role.

The Project Consultant will facilitate stakeholders' participation in focus groups. A draft list of sample questions for the focus groups and/or online surveys (some of them audience specific) include:

- Do you use the library for homework?
- How do you use the library for homework?
- Look at the library website. Where would you click for homework help?
- How do you access information? (e.g., in person, phone, computer, tablet)
- Do you think of the library as your first homework research source?
- Have you chatted with a librarian online?
- Have you used tutor.com or another live online tutor program? How did you find it? What would make it better?
- What are your students' greatest homework needs?
- Are your teaching needs met by your school library?
- Are your students' needs met by your school library?
- How could the public library best support your classroom instruction? Students' homework?
- Do you have Internet access at home?
- What kind of research are you expected to do?
- What kind of research do you expect from your students?
- Have you ever used an online database?
- If you wanted to find magazine articles on the library website, where would you go?
- If you wanted to find an online database on the library website, where would you go?
- Do you feel comfortable and knowledgeable about online homework help to help your child?
- Do you allow your child to do research online?
- Do you trust online resources enough to send your students to them for homework help?
- What are the homework help resources that you trust?

This project is relevant to the following LSTA goal, high-level outcome, and strategies:

Goal #5: Using Technology to Expand Access and to Increase Efficiency

High-Level Outcome: Access to information is enhanced through the use of cost-effective technologies to deliver information/content

Strategies: Awarding subgrants for pilot projects implementing new technologies; implementing new content delivery strategies; and supporting the exploration of ways to apply Open Source solutions to address statewide resource sharing needs.

This project holds significance for statewide library development, especially as public libraries are called upon to broaden educational opportunities for K-12 students and partner on state and local education reform initiatives, such as those advocated by The Chalkboard Project and the Cradle 2 Career Initiative, as well as the national IMLS campaign, *Making the Learning Connection*, intended to help communities assess their needs and contribute to a shared vision for 21st century learning.

Further, past public and private investments in library technology have made an extraordinary difference. During difficult economic times, it is important to leverage existing resources. Strategic partnerships between schools, nonprofits, higher education and libraries can extend learning opportunities for students of all ages and engage communities in student success. It is critically important to align and leverage all participants in the learning system — schools, libraries, programs, individuals, families, and neighborhoods. When such alignment happens, everyone has the potential to be a learner, educator, and collaborator, which benefits not only the individuals but entire communities as well. It is an appropriate use of federal funds to support libraries as points of access for education resources, and to fund outreach planning activities to improve service delivery.

Ultimately, *Homework Help* will contribute to the development of the 21st century skills of information processing, communications and technology literacy, critical thinking, problem solving, creativity, civic literacy, and global awareness. As described in the federal Institute of Museum and Library Services publication, *Museums, Libraries, and 21st Century Skills*, the hallmark of a library at the 21st century is one in which:

- Over 75% of the decisions involving the institution’s physical facilities include considerations for generating and sustaining audience engagement around 21st century skills (e.g., physical facility is open and accessible; collections and databases are available online; facility offers evening hours, current technology platforms, and flexibly designed physical/virtual meeting spaces; and institution offers multiple access points in neighborhoods, schools, community centers, and/or online to engage diverse populations).
- Strategic planning for physical and IT infrastructure is fully aligned with the institution’s goals to enhance audiences’ 21st century skills, as well as with community priorities.
- IT and physical facilities infrastructure are managed as parts of an integrated system that supports two-way interactions between audiences and staff (e.g., audiences and staff regularly collaborate with one another in onsite and online settings). Collections and programming activities are fully aligned with institutional and community goals regarding learning and 21st century skills (e.g., the institution regularly reviews how a collection and/or program can better enhance 21st century skills among audiences).

- Audience interests, priorities, and needs are central to the development and delivery of most programs and collections (e.g., knowledge creation is viewed as a reciprocal process and collections-based experiences are personalized and customized for audience interests/needs).

How this project will be publicized

The School Corps Librarians and Youth Librarians will promote the project to encourage educators, school librarians, student and their parents to participate in the needs assessment activities (e.g., online surveys and focus groups). Members of the library's Youth Advisory Councils will also have a role in outreach efforts to their peers. We expect to use social networking in promotional activities as well. For example, the New York City project successfully went viral with the project's video competition, which sought to build awareness of the project's resources by having teen groups create short videos about the project and post them on the projects YouTube channel. Multnomah County Library's followers on Twitter and a project blog will help publicize the project.

Results from the planning activities conducted during year one will be shared with the Oregon State Library, as well as with the broader state and national library community through: written reports, public presentations at future conferences, and with published findings in appropriate print and electronic media, such as *American Libraries*, *Public Libraries*, *School Library Journal*, and the *OLA Quarterly*. Our findings will be shared with other nearby jurisdictions' library systems facing similar challenges. Information on the needs assessment design, results, and recommendations will be communicated to decision makers and other stakeholders. The findings uncovered during this planning process will be publicized and disseminated to other librarians, elected county commissioners, Board members, and key community leaders at meetings and project debriefings, as well as during meetings with library staff. The reports from this project will be shared with other librarians.

Part IV: Certification of Application

1. Documentation of project support. Partners listed in Part I, number 11 must sign. The grant applicant signs IV.3.d. If the fiscal agent is different than the applicant, they sign IV.3.e.

I HAVE READ THE PROPOSAL PRESENTED ON THE PRECEDING PAGES. I AM AWARE OF THE OBLIGATIONS THAT PARTNERSHIP IN THE PROPOSED PROJECT WOULD ENTAIL. BY MY SIGNATURE I CERTIFY MY ORGANIZATION'S COMMITMENT TO SUPPORT THE PROPOSED PROJECT AS DESCRIBED IN THE PRECEDING PAGES.

<i>Name</i>	<i>Library/Organization</i>	<i>Signature</i>	<i>Date</i>
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2. Certification for Children’s Internet Protection Act

Public and public school library applicants, and consortia with public or school members **must** check one of the options below (a, b, or c).

a.	The applicant public or public school library has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. Every computer connecting to the Internet, public and staff, is filtered. The filter can be disabled upon request of adults.
b.	<i>(for consortia only)</i> Prior to using any LSTA funds to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet for a public library or a public school library, the applicant consortium or group will collect and retain a duly completed Internet Safety Certification from every constituent public library or public school library in accordance with requirements of Section 9134(f) of the Library Services and Technology Act. Every computer connecting to the Internet, public and staff, is filtered. The filter can be disabled upon request of adults.
c. ×	The requirements of Section 9134(f) of the Library Services and Technology Act do not apply to the applicant library because no funds made available under the LSTA program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet for a public library or public school library that does not receive discounted E-Rate services under the Communications Act of 1934, as amended.

3. Certification of the grant applicant and/or fiscal agent (if different than applicant)

- a. I affirm that the jurisdiction or organization (henceforth, ORGANIZATION) is the designated fiscal agent for the project described in this application and is empowered to receive and expend funds for the conduct of the proposed grant project.
- b. I affirm that the information contained in this application is true and correct and that the ORGANIZATION for which I am an official has authorized me to submit this application for LSTA grant funds.
- c. I affirm that if this application were to result in the ORGANIZATION being awarded grant funds to carry out the project described in this application, that the ORGANIZATION would comply with all of the federal and state requirements for the administration of LSTA grants, including part IV.2 above and allowable costs described in Appendix B of the General Information and Grant Application Guidelines, Library Services and Technology Act.

4. Signature of grant applicant

Name of official authorized to enter into contractual agreements for the ORGANIZATION

Title

Signature

Date

Email

Phone number

5. Signature of fiscal agent (if different than applicant or if applicant is not a 501(c)3 or legally established entity or if applicant does not have contract authority for the ORGANIZATION)

Name of official authorized to enter into contractual agreements for the ORGANIZATION

Title

Signature

Date

Email

Phone number

This form must be received at the State Library no later than 5:00 p.m. on Friday, August 12, 2011.

Faxed copies will not be accepted. There are no exceptions. If requesting indirect costs, attach appropriate sections of a federally approved indirect cost plan.

Mail or deliver **one copy** of your application to:

Library Development Services
Oregon State Library
250 Winter St., NE

Salem, OR 97301-3950

As a courtesy, the State Library asks that you email an electronic copy of your proposal, in rtf or Word format, without letters of recommendation and appendixes, to *ann.reed@state.or.us*. This does not substitute for the signed, mailed copy.