Appendix E
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Proposal # 13-1-Mcl

Full Grant Proposal
Library Services and Technology Act FFY 2013

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 10, 2012.**

Part I: General Information

1. Project title: ***Homework Help @ Multnomah County Library***
2. Applicant: Multnomah County Library
3. Address: 205 N.E. Russell Street, Portland, OR 97212
4. Contact person: Katie O'Dell, Youth Services Director 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. DUNS number: 030784888
9. List geographic target area to be served by the project: Multnomah County
10. Estimated number of persons benefiting from the project: 116,471
11. Description of persons benefiting from the project: Children and young adults, ages eight through 18, who will benefit from improved homework help resources.
12. List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants.
13. 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 experiences using new digital technologies. A full-time Project Coordinator, assisted by a Project Software Developer/Selected Vendor, will deploy new tools to effectively respond to the online habits and behaviors of students ages eight and older.
14. Provide the text of the single most relevant goal from the *Five-Year State Plan 2013-2017* that will be addressed by the grant project. **Goal 2** "Use technology to increase capacity to provide library services and expand access."

15. Briefly describe how the LSTA project will continue after the grant ends, especially noting local support: Work completed 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.

16. 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, Portland Public Schools; Joe Bergen, Friends of the Children; Samuel Breyer, Centennial School District.

PLEASE FILL IN THE FOLLOWING INFORMATION ABOUT THE ANTICIPATED LENGTH OF YOUR GRANT PROJECT:
(Check applicable boxes)

THIS IS THE		OF A	
	☐ 1st YEAR		☐ 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 1 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		$38,838	$65,832	$104,670
Benefits		$22,079	$38,841	$60,920
Travel	$250			$250
Equipment	$750			$750
Supplies				$0
Contractual			$50,000	$50,000
Library Materials				$0
Total Direct Charges	$1,000	$60,917	$154,673	$216,590
*Indirect Charges***			*$4,640*	*$4,640*
Total Budget	$1,000	$60,917	$159,313	$221,230

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

Proposed second year LSTA amount: n/a 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 748,031 residents of Multnomah County *(US Census, 2011 estimate).* 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 81% White; 11% Hispanic or Latino (of any race); 6% Black; 2% American Indian/Alaska Native; 7% Asian/Pacific Islander; with 4% reporting some other race, or two or more races (*2011, US Census Quick Facts*). Preliminary statistics reported for FY 2012 indicate that Multnomah County Library hosted 22,025 public programs for kids, teens, adults, and families that were attended by 310,294 people.

To address the needs of its community, over the past decade Multnomah County Library has significantly expanded its services to speakers of languages other than English. Federal funding has played an important role in funding these services; past LSTA-funded projects include *LIBROS*: *Library Outreach in Spanish*, *Planning Culturally Appropriate Library Services*, and *This is How I Use My Library*. These resources for immigrants have 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; for example, a 2010 LSTA grant, *Preparing African-American Children for Kindergarten*, and currently, the 2010 LSTA grant for year one of *Homework Help @ Multnomah County Library.*

During 2012 - 2015, the following five priorities will guide Multnomah County Library's services, programs and philosophy during a critical time of change and evolution. Throughout this transformation, we will hold as constants three pillars that define the library's role and value in this community:

- *Free access for all*
- *A trusted guide for learning*
- *The leading advocate for reading*

The service priorities listed below build upon these pillars and will guide us over the next several years. We will make forward-thinking decisions to usher Multnomah County Library into the future, providing this community with the best, most relevant service possible, while using limited resources wisely. As our economy, the needs of our community, and the ways in which we access information change and transform, we will continue to listen thoughtfully and respond in kind.

We think yes
All library patrons will consistently receive outstanding customer service, in person and online. Patrons will receive their library materials as quickly and cost-effectively as possible in ways that are focused on access, self-service and ease of use. The library will use limited public resources with great care.

We champion reading for all
Library staff will provide knowledgeable advisory services about a full spectrum of resources to benefit patrons at their points of need. The format of library materials and how we provide information will evolve over time. Our community can always expect a high-quality, thoughtful mix of materials that serve a broad spectrum of needs.

We help the community flourish
Patrons will find resources, programs and support to improve their lives and contribute to the economic health and vitality of this community.

We prepare young minds for success
All children from birth to age five will have programs, services and materials designed to ensure that they will enter school ready to learn to read, write and listen. All K-12 students will have programs, services and materials to support reading and success in school.

We speak your language
The library will connect immigrants to the information and resources they need to be successful in the United States. We will engage people of all ages with free opportunities and friendly guidance to help them learn English, build job and technology skills, prepare for citizenship and attain educational goals.

In 2010, Multnomah County Library was honored with the Institute of Museum and Library Service's (IMLS) National Medal for Museum and Library Service. Multnomah County Library has proven its ongoing commitment to serve its entire community and to ensure that families receive culturally and linguistically appropriate services. Our priority to "prepare young minds for success" is especially relevant to this FFY 2013 LSTA request. Our successful track record of expanding our services for learning and access to information and educational resources in a variety of formats in order to support education, especially for those from unserved and underserved populations, makes us a worthy applicant for FY 2013 LSTA funding.

B. Detailed statement of problem

According to counts reported by school districts, Education Service Districts (ESDs), and state education agencies, Oregon has 560,946 students enrolled in K-12 public schools this year (*2011-12 ODE Enrollment*). Multnomah County Library serves an estimated 92,251 of these students, ages five to 18, who attend the County's public school systems (*2011-12 ODE Enrollment*), as well as the approximately 57,355 more students who are enrolled in private schools or are homeschooled.

To support a key priority, "We prepare young minds for success," the library offers Homework Center, a one-stop selection of electronic databases, homework websites, and access to free online help from real tutors. 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. Baseline data regarding the current use of Homework Center Resources is collected and tabulated monthly. In FY12, there was nearly a 22 percent decrease in the number of Homework Center page views (from 1,149,423 in FY11 to 899,768 in FY12). The Homework Center's drill-down menu is sadly out of date to meet today's students' needs. What they are using – and what we need to boost – is quick access to information and help whenever and wherever the need comes up. Statistics for our services that supply this kind of help verify their use. 43 percent of Multnomah County Library's requests to L-Net (Answerland) are homework-related. And there's an increase in Homework help (tutor.com) sessions for K-12 students (up from 3,884 in FY 2011, to 4,673 in FY 2012, excluding July statistics which haven't been yet correlated). It appears "old school" public libraries are not in the minds of young people as a place – physical or virtual – where they can receive homework support. Instead, they 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. And it is here, using these tools, that they are researching their homework, accessing help from teachers and friends, even typing their papers on cell phones.

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*). Half of the nation's 14- to 18-year-olds report they used a library computer during the last year. 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.

The Horizon Report 2011 indicates that "people expect to be able to work, learn, and study whenever and wherever they want... digital media literacy continues its rise in importance as a key skill in every discipline and profession." Mobiles enable ubiquitous access to information, social networks, tools for learning and productivity, and they are increasingly a user's first choice for Internet access. Mobiles also hold the promise of helping close the achievement gap. According to *PEW Mobile Access 2010* and continuing a trend first identified in 2009, minority Americans lead the way when it comes to mobile access — especially mobile access using handheld devices. Nearly two-thirds of African-Americans (64%) and Latinos (63%) are wireless Internet users, and minority Americans are significantly more likely to own a cell phone than

their white counterparts (87% of blacks and Hispanics own a cell phone, compared with 80% of whites). 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.

Students, perhaps without even realizing it, are already seeking out ways to personalize their learning. Looking to address what they perceive as deficiencies in classroom experiences, students are turning to online classes to study topics that pique their intellectual curiosity, to message and discussion boards to explore new ideas about their world, or to online collaboration tools to share their expertise with other students they don't even know. Students now expect in their learning lives the same types of personalized interactions that adults already experience in our everyday lives. Their experience with seeking out their own personalized learning experiences has changed their overall expectations for their education, and not just for the use of technology. In the April 2012 report "*Mapping a Personalized Learning Journey: K-12 Students and Parents Connect the Dots with Digital Learning"* (the first in a two-part series to document the key national findings from Speak Up 2011), we learn how today's students are personalizing their own learning and how their parents are supporting this effort. Of special note is how the students are first adopting, and then adapting various emerging technologies to support this self-directed learning. For example:

- 1 in 10 students in grades 6-12 have sent out a Tweet about an academic topic that interests them.
- 15 percent have informally tutored other students online or found an expert to help them with their own questions.
- 18 percent have taken an online assessment to evaluate their own self-knowledge.
- One-fifth have used a mobile app to organize their school work.
- 1 in 4 have used a video that they found online to help with homework.
- 30 percent of middle school students and 46 percent of high school students have used Facebook as an impromptu collaboration tool for classroom projects.
- Almost half of the high school students have sought out information online to help them better understand a topic that is being studied in class.

During the assessment activities currently underway during year one of this project, the students in our focus groups are being asked about their Internet access and how they use the Web for homework and research. We anticipate our findings will mirror those in the Speak Up 2011 report: Students want more control over how they use technology, but many classrooms are making it difficult. The practice of using online tools like Facebook and Tweet in formal classroom settings as an acceptable means of learning has been slow: half of all middle and high school students say they can't access social media sites at schools. Speak Up 2011 reports that 65 percent of school principals said it was unlikely they would allow personal devices in the coming school year, yet 45 percent of middle-schoolers and 55 percent of high-schoolers say they mainly access the Internet through mobile devices. Parents are being 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. Speak Up 2011 indicates that 62 percent of parents would buy a mobile device for their child if the school used them for learning. In our focus groups this fall, teachers will be asked how they use the Web to support their teaching and student learning.

Today's students are demanding new and customized learning that is socially-based, un-tethered and digitally rich. In response to this demand, libraries have begun using the tools of the digital revolution — the very ones that were supposed to make librarians obsolete — to do a better job for the public. Carnegie Corporation President Vartan Gregorian put it this way: *"Libraries are the treasure house of civilization. Librarians are our guides to this treasure house. With their help, we can translate the overwhelming flood of information generated by our hectic, complex world into true knowledge and understanding."* In the Spring 2012 issue of the Carnegie Reporter, Susan Hildreth, director of IMLS, offers this sensible vision of what's ahead for libraries. *"I see three big goals for libraries,"* she writes, *"Provide engaging learning experiences, become community anchors, and provide access to content even as the devices for accessing that content change rapidly."*

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)*

Today's generation of students are documentarians with strong interests in analyzing, cataloging and sharing their experiences, insights, opinions and feelings with a broad circle of community in a highly timely manner. They also view the documentation and sharing process as components of a larger personal learning ecosystem. *Homework Help* will be designed to support this new generation of students. Our goal 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.

We will accomplish three objectives:

1) During a 12-month project period, continue to employ a full-time Project Coordinator (Cathy Camper) to coordinate all project activities.

2) In Months 1-3, having determined the most effective solution, the Project Coordinator will oversee the creation of next iteration of *Homework Help*.

3) During Months 4-11, the solution will be tested, promoted and integrated into our plan for the future.

<u>Plan of Operation</u>

Homework Help's work plan of activities for year two will build upon all we plan to accomplish during year one. Year one's activities, which are focused on learning more about students' homework and research habits and online activities. include: signing a contract with a qualified library consultant, Consumer Opinion Services, to conduct five focus groups in July; conducting best practices research through key informant interviews; undertaking a literature review and

initial environmental scan of all homework resources, including Open Source solutions; gaining a better understanding about apps; and crafting a recommended plan for the redesign of integrated homework help. Our aim during the first half of this project period is to engage all community youth stakeholders, including parents, educators, librarians, and most of all, children and teenagers (ages eight to 18). Project Coordinator Cathy Camper is researching topics related to homework, the technology that schools and libraries use to help students study, and emerging trends in education.

When initially planning for this project, we postulated that design activities would likely result in a new suite of digital tools for homework help (e.g., apps, customizable Web portal) or a recasted, mobile web environment that could be used by students to successfully complete their homework no matter where they are. Although it is still premature to describe that this new suite of *Homework Help* tools might be, we can describe some of the hot topics we are investigating with the expectation of integrating elements of them within this new suite of digital tools:

- Library gamification: This refers to the use of game design techniques, game thinking and game mechanics to enhance non-game contexts. For example, Librarygame™ provides library users with a fresh and useful social discovery interface, and provides library staff with useful "at a glance" statistics about how the library is being used.
- Flipped classrooms: This is a model in which educators flip their instruction so that students watch and listen to their lectures for homework, and then use precious class time for what previously may have been done in homework: tackling difficult problems, working in groups, researching, collaborating, crafting and creating. Thus, classrooms become laboratories or studios, and yet content delivery is preserved. We could use this approach to provide YouTube presentations on how to use *Homework Help* resources, and reserve School Corps Librarian's classroom visits for more collaborative work with students.
- Apps galore: These include productivity apps that gamify chore lists (e.g., EpicWin); apps that poll students (Poll Everywhere); and apps that offer incentives (e.g., A Meter used to track the number of top grades students get on assignments) found through social networks.
- Theories of sharing and collaborating: Theories about mapping a personalized learning journey, such as those described earlier, as well as other ideas to unlock the joy of learning that comes from an active, engaged effort on the part of the child. Research indicates that the joy of learning is more likely to make an appearance when teachers permit students to work at their own level and pace. Sharing and collaborating with other students is another great source of joy. In our project, this might look like a place for students to share book reviews and creative writing, and an inviting space where fourth-grade teachers can share their favorite Oregon Trail resources with others.

We believe that every student today needs to know how to do a proper Internet search, using search terms and modifiers; create, edit, and modify documents, presentations, and spreadsheets; search a help menu on software or hardware, and learn where to go to find user forums for help or the manual for technology; type; properly use social media for school and work, including how to protect oneself while using it; display appropriate netiquette; handle issues of security and safety; learn hardware basics and troubleshooting; backup data; find and evaluate apps

(including quality free alternatives); sift through and analyze information; and understand copyright laws and rules (including how to cite a resource and properly integrate someone else's work into their own work). Most educators agree that students must master certain requirements if they're going to succeed as citizens and workers — certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving. We intend to develop a new *Homework Help* suite of resources that will support these crucial technology skills and core competencies.

To illustrate what is emerging as a result of our current work on the project to date, we'd like to describe a promising new approach we will pursue: a possible Biblio Schools pilot, in partnership with BiblioCommons, a trusted library software developer.

BiblioCommons is the developer of a suite of hosted "Software as a Service" solutions that deliver an integrated "social discovery" experience to the online customers of public libraries. The heart of their offering is BiblioCore, which replaces all search and account management functionality of the library's traditional Online Public Access Catalog (OPAC). This software developer's goal is "to help public libraries deliver the same kind of rich discovery and community connection experiences online that the library has always delivered in its branches — all built around the heart of the library: its collections." In delivering on this promise, BiblioCommons is working with public libraries across the nation, including our library, throughout Canada, and in New Zealand and Australia, to ensure that public libraries can collectively emerge at the center of online discovery and connection for books, movies, music and other media. BiblioCommons has integrated a "social context" into BiblioCore that allows for interactions between patrons in a process of discovery and engagement with the collections. In late 2009, BiblioCommons relaunched its services to several large library systems after a yearlong beta-test with six libraries that included ongoing research and extensive feedback. BiblioCommons' software architecture is based on current best practices and leverages leading open source technologies, including Ruby on Rails, Solr/Lucene, and PostgreSQL. BiblioCommons also looks to commercial leaders in social networking such as Amazon, Google, Goodreads and Facebook, incorporating their best practices and continually updating its services as the technology itself changes. Multnomah County Library has been working with BiblioCommons since 2011. We anticipate the soft launch of a new gateway to our OPAC in August 2012, with formal rollout slated for September 2012.

Late in 2011, a pilot program between New York Public Library (NYPL) and New York City Department of Education (the nation's biggest public school system) launched. Known as Biblio Schools, this pilot is allowing New York City teachers to borrow books online and have them delivered directly to classrooms for the first time. The schools' students at more than 50 schools will also get library cards. Biblio Schools isn't meant to replace school librarians. Rather, it is designed to give school librarians, and the teachers and students they serve, access to resources that will make their job possible. Under the pilot program, teachers and students are now able to search their own school library as well as the NYPL's new online BiblioCommons catalog. It allows all readers — including students and teachers — to post reviews of books and share booklists. This $5 million pilot program is being funded through philanthropic grants.

In addition to acting as a way to organize *Homework Help* resources, Biblio Schools may serve as a way to help Multnomah County's eight public school districts implement the Common Core Curriculum State Standards (adopted in October 2010) as part of the Oregon Department of Education's endorsed Oregon Framework for Teacher and Administrator Evaluator Support Systems. The Common Core Standards establish a clear set of expectations for elementary and high school students nationwide to make sure students graduate high school with the knowledge and skills to succeed in college and careers. Students will have to think more critically about what they're reading, rather than just summarizing text; to compare multiple sources in different formats; and to give more sourced evidence, and less personal opinion, in their writing. By the 2014-2015 academic year, the initiative calls for 50 percent informational text (including textbooks, essays, speeches, newspaper articles, and nonfiction trade books) in elementary school and 70 percent in high school, on average, across all curricula. Students are going to need greater access to nonfiction and multiple primary source-based accounts of an event or topic.

If we look to the near future, the time this grant will serve, we cannot ignore the tremendous loss and cuts school libraries in Multnomah County are facing, and the subsequent loss in library services that will mean to students. School libraries in Oregon are continuously facing budget cuts. According to the Oregon State Librarian's statistics, there were 45% fewer library/media specialists in 2010 than 2000 and each of those workers have twice as many students to serve on average. In Multnomah County, two school districts have already experienced severe cuts to their school library staff and services. For the past two years, David Douglas School District has had no librarians at all in their elementary and middle schools (prior to that, all libraries had librarians); their total media services budget decreased from $1,728,000 in fiscal year 2008-2009 to $676,676 adopted for 2012-2013. Reynolds School District reduced their number of media specialists from 15 to 5; as a result, today there are no media specialists working directly with elementary students — half the students they serve.

Given this scenario, it's crucial we consider how Multnomah County Library can supplement students' homework success by providing more expansive library access. We feel the Biblio Schools' model offers some exciting possibilities to forge essential connections between educators, students, library services, students' homework needs and the broader solutions social networks can provide. Although NYPL got substantially more money for their project, we'd like to look at what their grant provided, and see what elements we can adapt within the boundaries of the funding being requested under this LSTA FY13 grant, as well as what might be considered for the future.

- Students would be able to see their school's library catalog and Multnomah County Library's catalog via BiblioCommons in the same screen, and search them separately or together.
- Biblio Schools gives school library staff more tools, but never negates the importance of what they do, or the importance of the school library.
- All students K-12 would get a library card when they enroll in school, and be exposed to library services throughout their school years.
- Biblio Schools provides a safe social network, where students and teachers are able to create lists, share comments and utilize library collections for their studies.

- Biblio Schools as a social network provides users with the tools to learn and create within a social network. Just by using the system, students will learn how filtering works, how to tag items, how to create lists, how to write summaries, how to adjust privacy settings and many other skills necessary to function in online social networks. Internet access and a library card are the only necessities needed to make these opportunities available to students in all eight school districts, as well as private schools and home schoolers.
- BiblioCommons is available in Spanish as well as English.
- Biblio Schools, and Multnomah County Library would provide content (e.g., materials, trusted sources) and a platform for students and educators to create content (e.g., lists, comments, tags), which allows the system to grow rich in local information provided by *all* users.
- For 12 academic grades, students would be exposed to a library that meets them online, where they are, and works in ways they recognize. Biblio Schools includes some of the social functions of Facebook, the searching ability of Google, and the types of reviews, comments and cover photos of books you find at Amazon. BiblioCommons' goal is to encourage library users to spend time at their virtual library, just as they might have spent time in physical libraries, in the past.

Our findings from interviews and focus groups have pointed out smaller ideas we'd also like to investigate and perhaps implement. Some examples include: exploring if and how students might be able to access library databases using only a user name (instead of library card number and PIN); creating dedicated homework space with computer access at specific times at designated branch libraries; offering annual presentations by School Corps librarians (for educators and/or parents,) in how to use library tools for homework; and adding reference chat as a more visible resource for students, perhaps by including a "homework chat box" on library web pages.

In September 2012, along with the introduction of BiblioCommons, the library is also introducing its new website on Drupal. As part of this change, the library has moved our current iteration of Homework Center into Drupal. Drupal offers yet another possible way to restructure our offering of current online homework resources, and will allow updating to the Homework Center without the current roadblock of having to use HTML. We plan to recommend changes to the Homework Center. But, due to the enormity of these other changes for the library system, we need to learn first how the new website works, look at what best practices are established when other library web pages, such as the "Topics" page are updated, and then apply this learning to the much larger task of deciding what the Homework Center should be. The new website makes our databases and our research tools much more discoverable through search, with search being the primary mode of discovery.

We will be utilizing Google Translate for all web content, allowing it to display in any number of languages on our new website. The exploration of this changing technology landscape, and the adaptation of our *Homework Help* resources to these sweeping changes, will be our primary activity during this 12-month project year.

Project Timeline

First Grant Quarter: In **months 1-2,** The Project Coordinator, utilizing knowledge gained in year one, will initiate the development of proposed solutions. This might include BiblioCommons, Drupal and smaller innovations or changes discovered in year one. Project Coordinator will contract with tech developer to create solution. In **months 2-3,** The Project Coordinator will talk to the eight school districts to see how what we can offer aligns with their needs. The development plan will be adjusted as we learn more about our target market's needs. The library will prepare and submit its first LSTA grant quarterly report.

Second Grant Quarter: From **months 4-6**, the beta-test phase will begin. A consistent communication system will be established to regularly discuss what was accomplished, what roadblocks emerged, and our plans to address project challenges. A collaboration system with tickets, milestones, file uploads/attachments, source code repository, and comment systems will be selected to ensure coordination between the software developers and the library's IT staff. School Corps librarians will assist with beta-testing sessions, which will take place with Teen Advisory Councils in neighborhood libraries and with students, to access the new approach to *Homework Help*. In **month 6,** preliminary findings will be aggregated and integrated into a redesigned approach before a rollout to broader audiences. The library will prepare and submit its second LSTA grant quarterly report.

Third Grant Quarter: In **months 7-9**, the Project Coordinator will coordinate the redesign based on ongoing feedback of users to the redesigned and integrated online homework help. Project Coordinator will create a promotional plan around the solution. In **month 7,** response to beta release will continue. In **month 7-8**, the Project Coordinator will begin work with Marketing & Communications Dept. and Youth Services to create a promotional plan. In **month 9**, School Corps librarians will create initial training for students and educators. The new tool will be implemented and announced. Project Coordinator will introduce the new tool to library staff. The library will prepare and submit its third LSTA grant quarterly report.

Fourth Grant Quarter: In **month 10-11**, library staff, Project Coordinator, and the software developer will continue to discuss any needed changes to working product. Ongoing maintenance and user training costs will be integrated into the library's general operating budget. Outcomes will be compared to expectations during **month 11**, as a draft evaluation report is written by the Project Coordinator. Final grant closeout activities will commence and final reports will be submitted in **month 12**.

Project Staffing

The role of the Project Director
Project Director **Katie O'Dell,** School-Age Services Manager since 2008 and newly appointed Youth Services Director since July 2012, will manage the efforts of the Project Coordinator and the other team members. 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.

The role of the Project Coordinator
Cathy Camper was selected to serve as the Project Coordinator, a special project position, in May 2012. Prior to this special appointment, Cathy Camper had been a School Corps Librarian since Feb 2007. Cathy earned her MLS from the University of Michigan. Cathy will coordinate all of the project's activities, including meeting with the selected vendor/software developer, library staff, educators, parents, and students to ensure the design of a new suite of *Homework Help* tools is user-friendly; connects students ages eight to 18 and educators with the information resources of the public library; helps students succeed in school; and improves their ability to do their homework by mastering public library resources.

The role of the Project Software Developer
The selected software developer will design, beta-test, and help redesign a *Homework Help* resource that is integrated seamlessly with the kind of discovery and interactive experiences that library patrons experience daily elsewhere on the web.

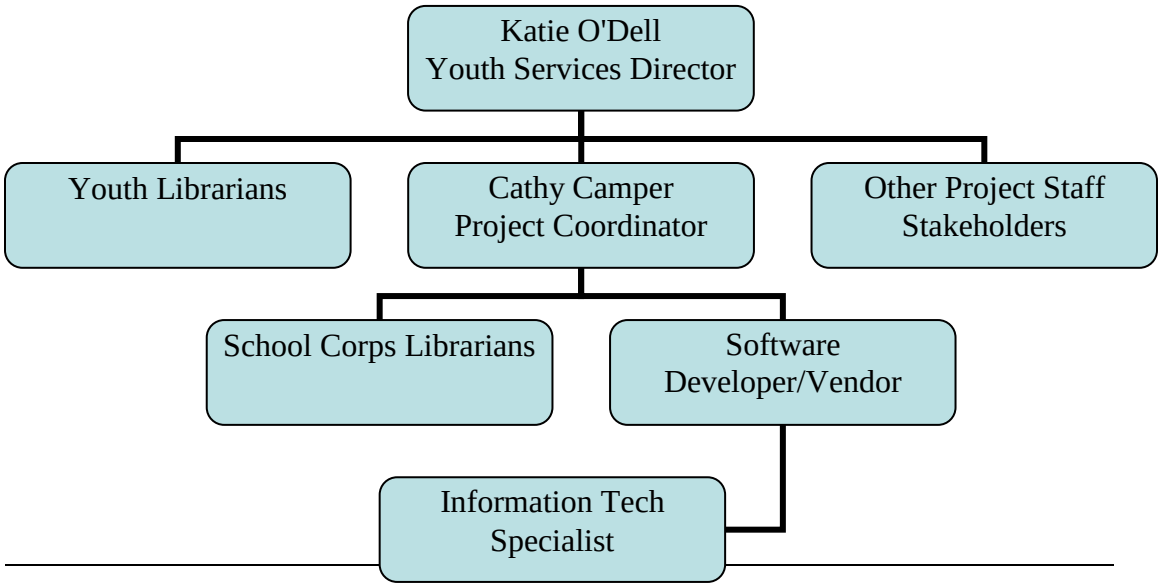
The role of the School Corps Librarians
As a unit, the School Corp Librarians define and develop library outreach programs to K-12 schools in Multnomah County; develop curricula and conduct training sessions at county schools for K-12 students and faculty in the use of Multnomah County Library electronic 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. **Gesse Stark-Smith** has been a School Corps Librarian since December 2011. **Kate Houston** served as School Corps Librarian since 1997 and as Lead Worker since 2007. And **Peter Ford** joined School Corps in July 2012, replacing Cathy Camper.

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** serves as Web Services Coordinator at the library. The Web Services Coordinator provides the leadership and expertise to maintain and continually improve the library's public website, intranet and digital communications. This position ensures that the library's digital communications, including the public web site and intranet, are functional, well organized, customer-friendly and congruent with overall Multnomah County web practices. This position works with the Marketing and Communications Director to advise on web strategy, edits and posts web content, and works closely with IT staff to implement appropriate web technologies to serve the patrons and staff of Multnomah County Library. **Jeremy Graybill**, Marketing and Communications Director, manages the organization's website, which receives more visits per day than the physical locations. In consultation with

senior management, Jeremy sets website vision, direction and priorities; develops and coordinates social media strategy and social media campaigns. Jeremy plans, directs and review the activities and operations of the public relations division; provides management services in the areas of community and media relations, internal communications and the development of community advocacy efforts; coordinates assigned activities with other library services and outside agencies; and provides responsible, complex staff assistance to the Director of the Library. **Stephanie Miller**, Librarian, is overseeing the staff's training during the roll-out of BiblioCommons. She will advise on the anticipated trainings on the new *Homework Help* resources that will be offered to students, educators and the general public.

Project Organization Chart (does not depict actual supervisory roles)



D. Budget narrative

An LSTA grant of $159,313 is being sought in year two to cover the salary and benefits ($104,673) of a full-time Project Coordinator; an estimated contract with a software developer/vendor/user interface designer ($50,000), and indirect charges ($4,640) at 3% (the projected FY13-14 Multnomah County rate).

YEAR TWO

Item	Basis	Cash	In-kind	LSTA	Total
Personnel					
Katie O'Dell, Lib. Mngr. Sr.	280 hours	$0	$13,132	$0	$13,132
Cathy Camper, Proj. Coord.	2088 (1.0 FTE)	$0	$0	$65,832	$65,832
Jeremy Graybill, Marketing & Communications Mngr	80 hours	$0	$2,975	$0	$2,975
(3) School Corps Librarians	160 hours	$0	$13,939	$0	$13,939
Brandon Barnett, Librarian	40 hours	$0	$1,269	$0	$1,269
Arlene Keller, Prog. Svr.	80 hours	$0	$2,764	$0	$2,764
Stephanie Miller, Librarian	80	$0	$2,458	$0	$2,458
Youth Librarians' Team	40 hours	$0	$1,269	$0	$1,269
Information Tech Specialist	80 hours	$0	$1,032	$0	$1,032
Benefits	51-61%				
Katie O'Dell, Lib. Mngr. Sr.		$0	$6,957	$0	$6,957
Cathy Camper, Proj. Coord.		$0	$0	$38,841	$38,841
Jeremy Graybill, Marketing & Communications Mngr		$0	$1,608	$0	$1,608
(3) School Corps Librarians		$0	$8,438	$0	$8,438
Brandon Barnett, Librarian		$0	$744	$0	$744
Arlene Keller, Prog. Svr.		$0	$1,530	$0	$1,530
Stephanie Miller, Librarian		$0	$1,450	$0	$1,450
Youth Librarians' Team		$0	$744	$0	$744
Information Tech Specialist		$0	$608	$0	$608
Travel	N/A	$250	$0	$0	$250
Equipment	N/A	$750	$0	$0	$750
Supplies	N/A	$0	$0	$0	$0
Contractual					
Vendor/Designer	vendor quote	$0	$0	$50,000	$50,000
Library Materials	N/A	$0	$0	$0	$0
Total Direct Charges		$1,000	$60,917	$154,673	$216,590
Indirect Charges (3%)		$0	$0	$4,640	$4,640
TOTAL PROJECT BUDGET		**$1,000**	**$60,917**	**$159,313**	**$221,230**

It is our intent to support any ongoing maintenance costs associated with the new suite of *Homework Help* resources through local funds.

E. Evaluation method

The desired outcome is a more convenient and useful method of providing access to authoritative, high-quality online homework assistance. The selected collaboration system's outputs (e.g., tickets, milestones met) will provide evaluation details about how well the software development process progressed. *Homework Help* also offers the opportunity to use the library's social networking sites as part of the project's outcomes-based evaluation methodology. Twitter, a project blog, Facebook, gamification statistics, and Google Analytics will likely play a role in measuring changes in knowledge, behavior, and attitudes among students, school librarians, teachers, and public library staff.

Our anticipated outcomes 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;
- 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;
- A high percentage of students find *Homework Help* resources more convenient and useful than their traditional online information tools;
- A high percentage of students recommend *Homework Help* resources to their peers;
- A high percentage of students think about the library as a place to go for homework help;
- A high percentage of educators recognize *Homework Help* resources as a viable helpful tool that informs their students' homework; and
- A substantial number of other libraries and institutions are able to emulate and/or customize the *Homework Help* resources and tools for their own purposes.

This project is relevant to the following goal from the (draft) *Five-Year State Plan 2013-2017*:

Goal 2 "Use technology to increase capacity to provide library services and expand access."

This project addresses two issues identified in the *Five-Year State Plan*:

1. Changing library services to match the changing information needs of our communities.
2. Knowing how to help patrons with new technologies and implement them in a library setting.

Homework Help specifically relates to one of the six purposes embodied in the LSTA Act 2010:

- Expand services for learning and access to information and educational resources in a variety of formats... for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.

Desired LSTA outcomes will be met as patrons become able to access our library's available information resources across multiple platforms, using technology to increase use and accessibility of library services.

This project holds significance for statewide library development. While constant access to information enabled by digital devices has done much to improve our lives, it has also exacted costs with respect to our attention and productivity that are especially harmful in a knowledge-based economy. Increased public awareness of the impact of our information consumption habits — and ways to develop a healthier information diet — will help mitigate the negative impacts of constant connectivity. To build this awareness, librarians can teach information consumers to differentiate actively between gathering and processing information and help them understand when and how each of these modes of thought will benefit them. In her article, *Restoring Contemplation: How Disconnecting Bolsters the Knowledge Economy* (OITP, March 2012), Jessie Mannisto points out that, "libraries can also provide services and spaces that promote contemplation within the larger modern information infrastructure. Software developers and system engineers can contribute by creating products and services that promote contemplation. Researchers can help us better understand the costs of constant connectivity and tailor an information infrastructure that better supports creative and analytical thought, and ultimately, a higher quality of life."

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. The American Library Association defines information literacy as the ability "to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information..." Ultimately, information literate people are those who have learned how to learn. In a hyperconnected world, learning how to learn takes on a new dimension: training our brains to use our knowledge-building technologies effectively. Libraries are uniquely placed to help people balance their information diets, help information consumers recognize the benefits of information gathering and information processing, and provide the resources, programming, and education that allows them to differentiate between these two activities.

<u>How this project will be publicized</u>

The School Corps Librarians and Youth Librarians will personally and strategically promote the project to encourage educators, school librarians, student and their parents to use the new suite of *Homework Help* resources and products. 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. Multnomah County Library's followers on Twitter and Facebook will help publicize the project. Teachers and school librarians, such as those employed in Portland Public Schools' Library Services Dept., will promote the new resources to their students, teachers, parents and administrators. Nonprofits, such as Friends of the Children, will promote the new suite of resources to their mentors for use in after-school tutoring and

homework assistance programs. Library staff will also publicize the new resources through their current outreach partnerships serving students, such as the SUN Schools System.

Results, lessons learned, and the opportunity to "test drive" new Homework Help resources developed as a result of this project 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*. The findings uncovered during the two-year project period 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 and school-based educators.