Full Grant Proposal
Library Services and Technology Act FFY 2011

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. The deadline for receipt of the Project Proposal is **5:00 pm on Friday August 13, 2010.**

Part I: General Information

1. Project title: D.I.Y. Intern Program-Toolkit for Success

2. Applicant: Multnomah County Library

3. Address: 205 NE Russell Street, Portland, OR 97212

4. Contact person: June Bass, Volunteer Services Manager

   Phone: 503-988-5443

   Email: juneb@multcolib.org

5. Fiscal agent (if different than applicant):

6. Project URL (if any):

7. U.S. Congressional District: 1st, 3rd

8. List geographic target area to be served by the project: Multnomah, Clackamas and Washington counties

9. Estimated number of persons benefiting from the project: 1,650,316

10. Description of persons benefiting from the project: The 1,650,316 people of all ages living in Portland's tri-county area will benefit from the efforts of an estimated 30 trained interns who are anticipated to annually seek a quality work experience at the area's public libraries.

11. List partnering organizations. All partnering organizations must also sign section IV.1. See instructions for guidance on partners versus participants.
    Tualatin Public Library; Tigard Public Library; Cedar Mill Public Library; Hillsboro Public Library; and Beaverton City Library.

12. Project abstract (one paragraph): The goal of this project (***D.I.Y. Intern Program-Toolkit for Success***) is to develop a consistent internship program for MCL and other public libraries that provides adequate support and guidance for interns and results in the delivery of effective library services to the public. A Project Consultant will work with an Advisory Committee of volunteer management specialists to create a comprehensive

internship program at MCL, and to develop and distribute a toolkit of resources of use to other public libraries.

13.   List 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 #4**: Increasing Capacity to Provide Library Service.** High Level Outcome C**: Libraries are more effective in delivering services that fulfill the six LSTA purposes because library staff in the field receive adequate support and guidance.**

14.   Briefly describe how the LSTA project will continue after the grant ends, especially noting local support: The product (toolkit) that results from this project will be updated as needed by library staff. The resulting program (internships) will be implemented by existing library staff at MCL and its partner libraries. Continuing activities to ensure ongoing improvement of the program will be made in conjunction with regular assessment activities and funded locally.

15.   List letters of support for the project (name, affiliation) that are <u>attached</u> to this application. Do not include letters from project partners listed in #11.

Pierina Parise, Emporia University; Beth Meirnerth, West Linn Public Library; Eva Calcagno, Washington County Cooperative Library Services; Patrick Duke, Wilsonville Public Library; Marie M. Potter, The Information School, University of Washington; and Joanna Rood, Library Information Network of Clackamas County.

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 PRIORTY <u>1</u> 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	$0	$28,087	$0	$28,087
Benefits	$0	$6,130	$0	$6,130
Travel	$0	$0	$480	$480
Equipment	$0	$0	$0	$0
Supplies	$0	$0	$750	$750
Contractual	$0	$0	$48,000	$48,000
Library Materials	$0	$0	$0	$0
Total Direct Charges	$0	$34,217	$49,230	$83,447
Indirect Charges	*$0*	*$0*	*$837*	*$837*
Total Budget	$0	$34,217	$50,067	$84,284

Proposed second year LSTA amount: **N/A**   Proposed third year LSTA amount: **N/A**

Part III: Project Narrative

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 724,680 residents of Multnomah County (*2009 Population Estimates, Population Research Center, Portland State University*). 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; 19% 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; 2% American Indian/Alaska Native; 6% Asian/Pacific Islander; with 7% reporting some other race, or two or more races (2008 American

Community Survey). The latest national public library survey from the Public Library Data Service shows that only the Queens Public Library serving a population of 2.2 million had higher circulation that Multnomah County Library. In this same report, Multnomah County Library had the highest circulation per capita of any library with a service area population greater than 162,610. Statistics reported for FY 2010 indicate that Multnomah County Library hosted 21,041 public programs for kids, teens, adults, and families that were attended by 321,358 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. 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. 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.

Multnomah County Library also offers many programs and services designed to address the early childhood years of 0-8, the most important period for literacy development. For example, in 2007 library staff created *Every Family Reads*, a community reading project to motivate families to read and experience books together. To enhance that experience, the library offers related programs, such as art exhibits, puppet performances, craft workshops, and author visits. To address an urgent need to increase literacy skills, especially for parents of children ages 2-11, the library is also targeting and increasing the frequency of book reading and storytelling, as well as other related language and literacy activities, especially in Latino families. Thanks to seed money from LSTA funding, the library now has a new staff person with special expertise to specifically target parents of older children with a parent education training program that can significantly impact skill-building for parents in a meaningful way. Multnomah County Library's Early Childhood Services is another example of a unique combination of outreach programs and specialized library materials that serve children from birth to kindergarten, their families (including expectant parents) and caregivers. Early childhood specialists and librarians coordinate programs, with staff working closely with the early childhood community to tailor and promote library services. *Raising a Reader*, created in 2004 to reach at-risk families with literacy services, today serves over 30,000 children annually, offering materials in four languages.

Older Oregonians also benefit from the library's innovative leadership. To plan and prepare for the impact on services this rapidly growing demographic is expected to have, Multnomah County Library collaborates with local organizations, such as Life by Design NW. This, in return, has led to its participation in Libraries for the Future's *Lifelong Access Initiative*, a national initiative to support the development of libraries as centers for productive aging, lifelong learning, and civic engagement. Two Multnomah County Library staff members were competitively selected to be

Lifelong Access Fellows, and attended leadership development trainings and institutes designed to address this national-level library issue and to facilitate best practices dissemination. A 2009 and 2010 LSTA grant was awarded to provide new ideas and help inform the creation of a distinct specialty within adult services, focusing on <u>active</u>, engaged older adults during a two-year library demonstration project of leading-edge work to serve and engage boomers.

In 2010, Multnomah County Library was honored with the Institute of Museum and Library Service's National Medal for Museum and Library Service. Two new neighborhood libraries, Kenton and Troutdale, have been opened within the last six months as part of its commitment to 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 2011 LSTA funding.

B. Detailed statement of problem

According to the National Society for Experiential Education, an internship is any carefully monitored work experience in which a student has intentional goals and reflects actively on what he or she is learning throughout the experience. Schools of library and information science routinely offer their students experiential learning opportunities such as internships or practicums as a means of introducing students to the realities of the workplace and of fostering a sense of professional identity and values. Best practices for student interns and their on-the-job supervisors focus on service learning and job preparation opportunities that addresses both leadership and practical skills. Students in internship opportunities gain valuable work experience that enhances their employment credentials; a recent survey by the National Association of Colleges and Employers found that 64% of employers say they pay new, permanent, full-time hires with internship experience an average of 9% more than their inexperienced counterparts. A popular venue for prospective student interns, Multnomah County Library (MCL) struggles to find the time and resources needed to develop and implement a consistent internship or practicum program for college students, a challenge shared by other Oregon libraries. It is especially difficult to find the time to develop position descriptions, an effective training program for interns, and other supporting materials (e.g., assessment tools for program completers, on-the-job supervisors, and faculty). As a result, library staff scramble to customize individual internships or turn away dozens of prospective interns each year.

At the quarterly informal gatherings of volunteer management staff from the Portland Tri-County area's public libraries, recent discussions by attendees have focused on the need to have a fully developed internship experience program that could benefit multiple public libraries. Local library leaders agree.

Joanna Rood, Manager, Library Information Network of Clackamas County, put it this way, *"Over time, various libraries in Clackamas County and the central LINCC Network office have welcomed library interns and while we have enjoyed the process, most of us have found it to be a lot of work to train support and evaluate our interns. Our situation is complicated by the fact that LINCC is a consortium made up of 11 distinct and independent libraries. There is no coordinated process for intern applications, so prospective interns must apply to each individual*

library. One applicant might be unsuitable for one library but very well suited to another, but we just don't have a mechanism for sharing applications.

Nor do we have any common protocols for interviewing, job descriptions and evaluation procedures, although some of the larger cities and the County very likely have intern policies and procedures in place. A standardized tool kit such as the one proposed would be especially helpful in our consortium environment. I have circulated a description of the D.I.Y. Intern Program - Toolkit for Success project to our 11 LINCC library directors and I've received very enthusiastic and supportive responses from many of them, including Canby, West Linn, Lake Oswego, Gladstone, Oregon City and Estacada."

Eva Calcagno, Director of Washington County Cooperative Library Services says,
"I am particularly excited about this project because Washington County Cooperative Library Services has no structured method for recruiting interns or dealing with requests for internships. As a cooperative, our member libraries individually handle recruitment, selection and training of staff and volunteers. The process at one library may be very different at another library. Yet, basic tasks and staffing competencies are similar. As WCCLS works to develop common staff training resources, it would be really beneficial to have access to resources that will help our libraries take advantage of internship options as well. Our experience with hosting internships in the past has been hit or miss. I would gladly welcome a resource toolkit that would make future internships a win-win experience for both the libraries and the interns."

Margaret Barnes, Director of Library Services at Tigard Public Library tells us that, *"Candidates for internships currently come to the Tigard Library in a number of different ways — through graduate programs as far away as Canada and from local community colleges. Our organization, the intern and the library profession would benefit from a consistent foundation of expectations, procedures and policies. Students are likely to have a more robust experience with the toolkit in place. With good planning and foresight, Tigard Library staff would understand more about the relevance and importance of internships. Lastly, public library patrons would benefit from new librarians with real world experience."*

Traditionally accustomed to budgets with modest or no growth, today many libraries face steep cuts in the wake of the current economic crisis. Due to scarce resources, libraries are exploring alternative options to use limited staff more creatively. Public libraries need student interns to assist with the implementation of special projects and services, as well as to provide their permanent staff with a viable introduction to the complex world of managing human resources. Faculty at Emporia State University and the University of Washington's iSchool (Information School) are interested in internship opportunities for small groups of graduate students that take place within a concentrated period of time and include training relevant to a real-world public library experience. A well-developed experience would expose library school students to the interpersonal, communications, and problem-solving skills required in public library work. Course descriptions, internship descriptions, training modules, job-shadowing opportunities, intern evaluations, and learner satisfaction evaluations would be an integral part of a comprehensive approach to provide library science students with both in-class and out-of-class realistic work assignments.

Pierina Parise, Director, Oregon Distance Education Program at Emporia State University, writes *"Our Master's in Library Science curriculum includes the opportunity for students to take part in what we call a "practicum" for three credit hours. Currently I must meet individually with each potential practicum site supervisor to go over our Practicum Handbook and work out what is appropriate work experience for each student who is interested in working in a public library. We must detail what the responsibilities will be for the site supervisor and the participating student, as well as for myself as the faculty advisor. Having a fully articulated program outline and toolkit will ensure that the students receive worthwhile practical experience, linking the theories learned in the classroom to the "real world." I will definitely feel confident that the practicum services the best interests of the student as well as the host library."*

Although service learning is viewed as a means of introducing students to the realities of the workplace and of fostering a sense of professional identity and values, a July 2010 search of ALA's website and environmental scan of the literature reveals limited internship resources of use to public libraries. ALA has an internship program for interested members (library staff) who wish to become more easily involved in ALA activities; however, none of their well-developed intern guidelines or the ALA-wide mentoring and recruitment efforts provide any helpful training resources designed to provide library school students with an opportunity to learn more about work in a public library.

Current library staff have also expressed a training need related to managing people, one of the most complex activities that anyone can undertake. Managing an intern is seen as an excellent way for current library staff to learn how to manage human resources and to hone managerial skills well before a difficult personnel situation develops. Using best practices from the field of volunteer management, an effective internship program could include social networking aspects to facilitate a permissive and democratic management style that relies on encouragement and example, and also offers work on virtual projects, rather than relying exclusively on management techniques that depend on meetings and/or an authoritative management style.

For libraries with smaller staffs, many of the training modules developed for use with interns could easily be applied to help train volunteers. Initial findings from the current continuing education assessment being conducted by Ruth Metz point to a widespread need for a product that can provide a basic overview of public libraries and their complex policy environment for use with volunteers, to be shared via a virtual campus like a more robust version of the present NW Central or some other virtual model. An LSTA grant could help develop a coordinated internship program for MCL with selected universities that would also benefit partnering public libraries in the Portland metro area, by creating a toolkit of internship materials (e.g., position descriptions, training materials, and an implementation guide) that other Oregon libraries can customize for use in their local settings.

> 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 this project, ***D.I.Y. Intern Program-Toolkit for Success***, is to develop a consistent internship program for MCL and other public libraries that provides adequate support and

guidance for interns and results in the delivery of effective library services to the public. The following four objectives would be achieved within a 12-month grant project period:

1. By March 2011, contract with a volunteer management consultant to work with five metro area public library partners and two universities to develop an internship program;

2. By October 2011, design at least five effective, interactive online training/tutorials for interns on topics such as intellectual freedom, confidentiality, privacy, staff conduct, and other issues relevant in libraries across Oregon (to be delivered from a simple open source or public domain blogging platform that allows for quick postings of information by email like posterous™, web and/or videoconferencing tool, or YouTube);

3. By December 2011, complete the creation of all materials for 30 Training Toolkits for interns, based on best practices, together with checklists and other resources to customize any intern program to a specific library or library system; and

4. By January 2012, share this toolkit and tips on implementing successful internships with other Oregon libraries via NW Central (or other virtual campus for Oregon's continuing education needs) and in other venues (e.g., training sessions).

The new, comprehensive internship program will be a 100% improvement over the current approach. Project activities will include:

- Issuing an RFP to invite competitive responses from those consultants well-experienced in volunteer management and internship program design;
- Interviewing the most qualified candidates, and selecting and signing a contract for services;
- Investigating a variety of open source (e.g., Drupal) and/or public domain software options (e.g., posterous™) that can serve as content/knowledge management systems for interactive online e-learning modules;
- Establishing IT access protocols to e-learning modules that are consistent with Multnomah County's practices and policies;
- Coordinating as appropriate the project's activities with MCL's human resource department;
- Convening project advisors (with responsibility for managing volunteers/interns) from metro area libraries to meet at least quarterly with MCL staff to assist the project consultant as an "informed stakeholder group" on project tasks that include:
  - creating an internship program; developing various sections of the training toolkit (e.g., position descriptions, outlines for generic, such as "confidentiality," and specific training tutorials, such as "serving youth" and "conducting a reference interview");
  - advising on marketing (e.g., create a marketing checklist) and dissemination activities (e.g., a stand-alone or coordinated web presence for internships);
  - gathering information about the types of internships that could be developed;

- o making contacts with universities offering MLS degrees about internship and practicum requirements (e.g., number of hours required and other scheduling requirements);
  - o pilot-testing the online training curriculum modules;
  - o helping with the design of pop-quizzes and assessment testing for incorporation into e-learning options for interns;
  - o conferring about the formalized process that interns will flow through and the suggested tracking procedures that will be followed (e.g., counting the number of interns and number of hours) to maintain program fidelity; and
- Offering staff training (virtual and in-person) on managing effective internships.

Project Timeline

First Grant Quarter: In **February 2011**, the library will issue a request for bid for a qualified volunteer management consultant. In **March 2011**: the library will select the winning consultant; formalize partner agreements with metro area libraries and library schools; and identify a variety of settings in which to hold quarterly project team meetings. In **April 2011**, the Project Consultant will begin to determine what is already known about the internship needs in the metro area; identify issues of concern; identify and begin to collect relevant program resources; attend project meetings to benefit from robust discussions; and guide conversations with stakeholders about ideal program components. The library will prepare and submit its first LSTA grant quarterly report.

Second Grant Quarter: From **May – July 2011**, the Learning Systems Manager will work closely with the Project Consultant as virtual trainings are created for integration with other eLearning courses, simulation-based tutorials, in a similar fashion as the former Learning 2.1 Program at MCL, which ended in December 2009. The Learning Systems Manager will help with the final selection of any open source platforms (e.g., Moodle through Remote Learning, or Google's Cloudcourse), and will coordinate efforts with the County to ensure that any online learning modules developed are compatible with the County's soon-to-be-selected web-conferencing tool (e.g., Tandberg or Lifesize). The library will prepare and submit its second LSTA grant quarterly report.

Third Grant Quarter: In **August 2011**, the consultant will begin to write and distribute for comment various elements of the toolkit: intern guidelines, internship program information for website postings, intern position descriptions with desired qualifications, application procedures, eligibility guidelines; application deadlines (if any), learner satisfaction evaluation forms, internship evaluation forms for supervisors, and outlines for training modules. In **September 2011**, the consultant will circulate drafts for feedback and revision by partners, library school liaisons, and MCL staff. In **October-November 2011**, library staff will pilot-test at least five newly created training modules, and suggest additional "staff training classes" to be developed in the future as complements to the burgeoning program. The library will prepare and submit its third LSTA grant quarterly report.

Final Grant Quarter: Discussion of the consultant's toolkit works-in-progress continues. An LSTA peer review evaluation will take place. In **December 2011**, final toolkits are collated and distributed to partners. **In January 2012**, the first of many future presentations to staff on the

effective use of interns will be offered. As grant closeout activities commence, promotion activities begin to ensure all public libraries and other stakeholders hear about the project and can benefit from lessons learned and specific project elements (to be determined). All final reports will be submitted by **February 2012**.

Post-Grant: After the final report is accepted in **February 2012**, MCL and its project partners will prepare to begin to promote internship opportunities in the Portland tri-county area.

Project Staffing

The role of the Project Director
June Bass, Volunteer Services Manager, will serve as Project Director. The Volunteer Services Manager oversees all aspects of the Library's volunteer program and is responsible for planning, development, administration and evaluation of MCL's system-wide volunteer program. This includes recruiting, screening, selection, training, placement and recognition of over 1,600 volunteers per year. Volunteer Services works with library managers and staff to develop and implement best practices in all aspects of managing a large community volunteer program.

June holds a Bachelor of Science degree in Political Science from Oregon State University. In 2006, June received her Certificate in Volunteer Administration (CVA). June's 13-year career in volunteer management and nonprofit administration includes national and local organizations such as United Way, Friends of the Children, First Book and the Beaverton City Library. June, who in FY2010 oversaw a program with 1,839 volunteers who contributed 65,335 hours to benefit 19 library locations and nine outreach programs, will devote 240 hours to oversee the day-to-day operation of the grant project's activities, including:

- Help issue the Request for Proposal (RFP) to select the Project Consultant;
- Attend project meetings with the Project Consultant;
- Adopt a final schedule for the project's activities;
- Confirm project roles and responsibilities with participating staff from metro area libraries serving on the project's Advisory Committee ;
- Participate in at least one focus group meeting;
- Serve as liaison with the library schools and help identify the names of those who should be invited to participate;
- Help facilitate library staff discussions;
- Regularly report and share information with her supervisor, the Senior Public Services Manager, on project activities;
- Supply information to the Project Consultant and comment on the draft toolkit components;
- Distribute and promote the availability of the toolkit, when completed;
- Write and submit all LSTA quarterly reports, coordinate the Peer Evaluation, and write and submit the final report; and
- Post-grant activities: Work with a variety of library departments on marketing, recruitment, selection and placement of new interns, to ensure that the new internship program is widely promoted to area library schools, potential interns (via the website), and to library staff.

The role of the Learning Systems Manager
Along with the extensive experiential training that will be the hallmark of MCL's internship program, the intern will be expected to complete the library's comprehensive staff training program. For this reason, **Mike Larsen**, Learning Systems Manager, who will devote 240 hours to the project, will work closely with June to ensure that all virtual learning opportunities are compatible with any other online resources and activities for staff (or anyone) to complete self-paced, on their own time as the opportunity arises. Mike will also review the work of a team dedicated to developing new classes for offering to staff. Mike will work in concert with the Project Consultant to suggest open-source e-learning platforms that hold promise, and to ensure that library interns have the opportunity to be engaged in e-learning activities that develop or enhance general skills that are relevant to the public library environment (e.g., leadership, setting priorities, planning, time management), as well as project-based skills. Mike will also be responsible for updating e-learning FAQs to address new types of questions of special interest to interns.

Learning Systems, which is part of the Human Resources/Learning Systems Unit of MCL, provides appropriate training opportunities and professional development services to all library staff. Mike, who holds a Bachelor of Science from Oregon State University, has worked at MCL since 2007 and has 17 years experience as a trainer and/or training manager. Mike will be responsible for project-related assignments that include training coordination, curriculum development, conducting training, oversight of the training database, preparation of management reports on training, budget monitoring, coordination of library training committees, and collaboration with volunteer services on public computer training, and with other training agencies, to provide a full range of training opportunities to library staff and future interns. Mike is regularly asked to: build in-house training and professional development programs based on best practices; provide curriculum development and training delivery assistance; coordinate training calendars; develop and implement training program evaluation methods for internal training program and public computer programming; and analyze evaluation results and make recommendations about changes and improvements to programming based on results.

The role of the Project's Advisory Committee
Signed partnership agreements are attached from Tualatin Public Library (**Victoria Eggleston**); Tigard Public Library (**Trish Stormont**); Cedar Mill Public Library (**Kevin Kelly**); Hillsboro Public Library (**Molly Brandt**); and Beaverton City Library (**Jennifer Johnson**). These five partners have committed an estimated 96 hours by these designated staff (mainly representatives responsible for volunteer management services) to:

- Participate in quarterly meetings in the metro area;
- Provide feedback on program modules;
- Share information they may have already developed that is appropriate to include in the toolkit;
- Pilot-test newly developed online training curriculum; and
- Provide other project support as their time/schedule allows.

*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:

- Bachelors Degree in a relevant field (required)
- At least 3 year (s) of relevant experience developing and administrating volunteer programs (required)
- Experience developing an internship program (required)
- Experience working with public libraries (preferred)
- Experience developing training curriculum
- Certification in Volunteer Administration (CVA) preferred

The Project Consultant will be responsible for the creation of all project deliverables. The Project Consultant will participate in the quarterly meetings of the Project Advisory Committee, and will also facilitate the role of stakeholders, partners, and library staff's participation in creating the internship program, developing various sections of the training toolkit and specific training tutorials; advising on marketing and dissemination activities; gathering information about the types of internships that could be developed; making contacts with universities offering MLS degrees about internship and practicum requirements; pilot-testing the online training curriculum modules; helping with the design of pop-quizzes and assessment testing for incorporation into e-learning options for interns; and conferring about the formalized process that interns will flow through and the suggested tracking procedures that will be followed to maintain program fidelity. Discussion will likely include exploring the following questions:

1. What is your library's current process for handling interns?
2. Describe the benefits and drawbacks to the existing process?
3. What training resources do you presently offer to library staff? Are these resources also available to interns?
4. At the minimum, what are the specific components you'd like to see in the toolkit?
5. In the perfect world, what extra features would the toolkit and/or the internship program offer?
6. How do you presently evaluate the internship experience at your library?

Project Organization Chart
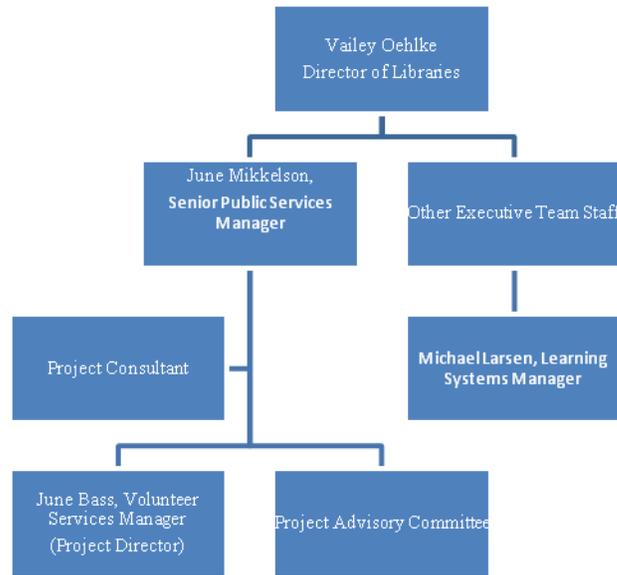
D. *Budget narrative*

Budget Narrative Summary: The total one-year project budget is $84,284, of which $50,067 is being sought from an LSTA grant. LSTA funds would be used to pay for travel ($480) at the current federal reimbursement rate of .50 cents/ 960 miles for project team members to attend regular meetings in the Portland metro area; supplies ($750) to fund 30 sets of Training Toolkits (DVDs, documents, binders); a contract ($48,000) with a Volunteer Management Consultant for 800 hours calculated at $60/hr to develop a viable internship program for MCL that can be used by Oregon's other public libraries; and indirect charges ($837) calculated at the federally approved rate of 1.7%. In-kind contributions ($34,217) by MCL and its partners include personnel (240 hours each by June Bass, Project Director and Mike Larsen, Learning Systems); and 96 hours each by an estimated six volunteer management advisers from seven area public libraries (five of these are fully committed partners and two are participating as their schedules allow). Any ongoing costs associated with the project will be locally funded after the grant ends.

A detailed line-item budget is below:

Multnomah County Library 2011 LSTA D.I.Y. Intern Program

Item	Rationale	Local Cash	Local/Partner In-kind	LSTA GRANT
Personnel				
June Bass, Project Director	240 hours	$0	$8,105	$0
Mike Larsen, Learning Systems	240 hours	$0	$8,462	$0
Volunteer Manager				
Advisers	96 hours x 6 advisers	$0	$11,520	$0
Benefits	37%			
June Bass, Project Director		$0	$2,999	$0
Mike Larsen, Learning Systems		$0	$3,131	$0
Volunteer Manager				
Advisers		$0	$0	$0
Travel				
Project Team Meetings	.50 mi x 960 miles	$0	$0	$480
Equipment	N/A	$0	$0	$0
Supplies				
Training Toolkits (DVDs, documents, binder)	$25 x 30 sets	$0	$0	$750
Contractual				
Volunteer Mgt. Consultant	$60/hr x 800 hrs	$0	$0	$48,000
Library Materials	N/A	$0	$0	$0
Total Direct Charges		$0	$34,217	$49,230
Indirect Charges (1.7%)		$0	$0	$837
TOTAL PROJECT BUDGET		$0	$34,217	$50,067

E. Evaluation method

Expected outputs include a new, comprehensive internship program that can be implemented immediately at MCL, a service learning program that can be adapted to the specific environment of each partnering metro area public library, and a toolkit for other public libraries that can be customized for their future internship program design work. Expected outcomes include overall partnership satisfaction with the project, as assessed through team meeting discussions and a follow-up survey; positive feedback from library staff who participated in pilot-tests of online learning modules, as evaluated through online survey responses; collegial satisfaction expressed by participating library school partners with a commitment to present and promote the internship opportunities to their students; and ultimately, when the program is implemented in the future,

satisfaction with the final program design as evidenced by the number of program completers who report learner satisfaction, and the number of staff who supervise and give high grades to the interns.

Lessons learned will be incorporated into program enhancements, with continuous improvements being made based on feedback from program evaluations (e.g., weekly blog postings to track progress, online journals, quizzes, peer review activities, etc.). Short-term outcomes will be measured through evaluation, such as: number of interns served; number of website hits to investigate posted internship opportunities; length of time offered and satisfaction with this period of time expressed by library schools, and action taken by interns and library staff, such as the number of individuals using the virtual options provided for classes and workshops; number of individuals benefiting from one-on-one coaching and job-shadowing; and the number of program completers referred to other organizations for library jobs.

Longer-term outcomes are likely to inform how professional learning communities operate, and how internships may impact the ability for program participants to find paid positions in the field in libraries. Later components, such as mentoring, may be added to the program's framework in future years to enhance the internship experience. Although we are especially interested in helping library school students as they transition from their graduate education to engage in library workplace activities that return value to the community, we anticipate that the new internship program may serve as the future foundation for other non-library student intern service learning opportunities. It is likely that at some future time the partners will market the internship experience to community colleges and other higher education institutions to attract candidates from outside the field of librarianship.

Once the proposed program design process is completed, the internships will feature their own evaluation component that is likely to describe outcomes of special interest to the interns, library partners, and library schools:

- ▶ An increase in the number of interns who inquire and then enroll in metro area library internship programs;
- ▶ An increase in the number of interns who successfully complete a metro area library internship program;
- ▶ An increase in the numbers of learners who engage in virtual learning opportunities;
- ▶ An increase in the number of library staff who appropriately identify a need for an intern that results in matching a capable student to fulfill that need;
- ▶ An increase in the number of library staff who report satisfaction and a willingness to supervise an intern;
- ▶ An increase in learner satisfaction with the intern learning experience;
- ▶ An increase in the grades students receive from their internship supervisor, based on their work performance, punctuality and attendance; and
- ▶ An increase in focused internships that give interns a realistic understanding of what it takes to work in a public library setting.

This project holds great significance for statewide library development, especially as the concept for a continuing education virtual campus for Oregon's libraries evolves. Virtual self-paced training modules, tools, and sites that support remote learning are increasingly important during

times when budget cuts adversely affect travel to workshops and force greater reliance on unpaid interns and other volunteers. According to the IMLS FY2008 Public Libraries Survey (PLS) Report, public library visits and circulations per capita increased almost 20 percent between FY1999 and FY2008, while the number of public librarians has remained virtually the same during the same period. The PLS report also found that Americans made 1.5 billion visits to public libraries in FY2008, up from 1.43 billion total visits the previous year. This project also complements national library initiatives to develop library leaders. Although the American Library Association has created a resource list of leadership development training opportunities for library professionals at all levels and specialties within the library community (e.g., PNLA Leads!), no such resource exists as yet for internship training opportunities targeting those new to the field. This project will also help library schools meet their instructional needs.

Lastly, this project addresses issues related to sustainable practices. In Multnomah County alone, the county government has a workforce of 4,500 employees situated in over 80 buildings throughout that region. As county business needs have dictated an increased focus on cross-organizational collaboration, local staff training, and connection with national bodies that provide technical assistance to county governments, the average Multnomah County employee is on the move and Multnomah County's carbon footprint has grown exponentially. Multnomah County is working on ways to reduce its carbon footprint while still providing staff the opportunity to attend trainings critically important to the County's mission without intensive car travel. In a very modest way, this project will explore how technology can address these challenges through the use of e-learning products (like Adobe Connect), open-source platforms (like Moodle) and videoconferencing software (like Tandberg), that can help alleviate the workload of library workers and their impact on the environment.

This project is relevant to the following LSTA goals, high-level outcomes, and strategies:

Goal #4: Increasing Capacity to Provide Library Service.

High Level Outcome C: Libraries are more effective in delivering services that fulfill the six LSTA purposes because library staff in the field receive adequate support and guidance.

Strategies: Supporting the expansion of online learning opportunities; and fostering cooperation, collaboration, and exchange programs for librarians and staff between libraries, especially of staff with unique skills (e.g., volunteer management).

This project is also significant to a number of other organizations across the state that have been involved in workforce development initiatives. A Career Pathway is a framework for connecting a series of educational programs with integrated work experience and support services, thereby enabling students and workers to combine school and work and advance over time to better jobs and higher levels of education and training. The ultimate goal is for pathways to provide a seamless system of career exploration, preparation, and skill upgrades linked to academic credits and credentials, available with multiple entry and exit points spanning middle school, secondary, postsecondary, adult and workplace education. Internships are an important element in a career pathway.

How this project will be publicized

This project will be promoted to the Oregon State Library, as well as to the broader state and national library community through: written reports, public presentations at future OLA conferences, and with published findings in appropriate print and electronic media, such as *American Libraries, Public Libraries,* and the *OLA Quarterly*. Our findings will be shared with partners as well as other nearby jurisdictions' library systems facing similar challenges. Our experience will likely also be shared with members of the Northwest Oregon Volunteer Administrators Association (http://novaa.org) at their November 2011 conference. The toolkit will be publicized via postings to libs-or and disseminated electronically (or via flash drives) to other librarians, and elected county commissioners and library board members will receive project debriefings. Information will also be shared with ALA's Office for Human Resource Development and Recruitment, whose mission is to facilitate the development of librarianship as a professional through education and learning programs, the recruitment of a diverse workforce, and policies and practices in the areas of management and human resources which best serve the needs of libraries and their employees. Since ALA-wide mentoring and recruitment efforts rest with this office, their assistance with publicizing this project will be actively sought.

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.

Name   *Library/Organization*   *Signature*   *Date*

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.	*(for consortia only)* 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.
✓	**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 13, 2010.**

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.