

**College of St. Catherine**  
**2004 Randolph Ave.**  
**St. Paul, MN 55105**

Title: "The Teaching-Learning Library: An Urban Model of Library Education"

## An urban model of library education

College of Saint Catherine and Saint Paul Public Library

### ABSTRACT

The goal of the Teaching-Learning Library project is to create an educational model to provide opportunities in the field of library service for historically underrepresented communities, in order to better serve the diverse population of Saint Paul and users of a 21<sup>st</sup> century library .In St. Paul, as across the United States, the employment of librarians and library staff who reflect the diversity of the population is significantly behind in reflecting the demographic changes in the community. Recognizing that the 21<sup>st</sup> century learner in urban settings will have needs that develop not only from the speed at which information delivery methods change, but also from fundamental approaches to gaining information that stem from cultural, socioeconomic and ethnic backgrounds, this is a crucial time to recruit and teach library staff who will both represent the community and start their careers with hands on experience.

It is particularly important that in an urban public library system, the community finds library staff who are able and willing to embrace the 21<sup>st</sup> center learners' differences and support their vastly varying needs for assistance. There is currently a severe shortage of pre-professional staff from these underrepresented communities whom are at an educational level at which master's level work can be considered. In order to address the need for individuals from these diverse and under-represented communities to consider a career in library service, a certification program will be created wherein an individual with little or no experience with how a library functions will not only gain competencies in major areas of work responsibilities, but also knowledge of the theory behind, and reasoning for, their experience.

A unique new approach will be taken to provide an education that prepares graduates to walk into a position in an urban public library ready to engage the community. The College of St. Catherine, in partnership with the Saint Paul Public Library, will develop a curriculum within a new "teaching library" model. Through the division of educational time between the classroom and practicum in this urban public library system, students will gain "hands on" experience and direct exposure to the 21<sup>st</sup> Century learner's needs.

The goal of this project is to enable individuals with no library experience, as well as entry-level and para-professional staff, to be meaningfully educated and exposed to the functioning of urban public libraries, opening the door for them to make a successful transition to librarianship. Deliberate recruiting efforts will increase the number of students who represent the diversity of the communities enrolling in this education and training program. By providing scholarships to students, this program will be accessible to those from economically disadvantaged backgrounds.

For this model to be successful, a strong partnership between the College of Saint Catherine and the Saint Paul Public Library is necessary .Curriculum will be created and revised with an eye to the needs of the students to best serve the public. Practice-based rotations will be developed by faculty and public librarians together that will reflect both theory and best practices. A communication component will be a critical piece of the certification process, to ensure all graduates are able to truly understand their diverse audience. A program manager will serve as the liaison between the two institutions, will

conduct recruitment efforts, participate in the training of current library staff, and market the program to potential employers of the graduates.

Anticipated results of this program include: the creation of a new model for educating and training library staff, specifically targeting under-represented segments of the community. Greater education of current library staff as to the needs and perspectives of specific communities, with the education experience of the program graduates will ensure better service to the diverse users of urban public library systems, through more responsive employees.

Specifically, 30 students will graduate with a certificate in Urban Public Library Services, with practical experience gained in an urban library and enhanced skills for communicating with people who do not share the same native language. This program will have a long-term impact on the creation of an increased pool of people from underrepresented communities prepared to consider professional librarianship as a career, and will provide a new and exciting model for pre-professional library education.

## OVERVIEW

The goal of the Teaching-Learning Library (TLL) project is to create an educational model that provides opportunities in the field of library service for historically underrepresented communities, in order to better serve the diverse population of Saint Paul and users of a 21<sup>st</sup> century library. The College of St. Catherine (CSC) and the Saint Paul Public Library (SPPL) have a strong history of successful collaboration which has led to the partnership to undertake this project.

**1.1 Context:** As stated in "Museums, Libraries and the 21<sup>st</sup> Century Learner" (Sheppard, 2000) the rapid changes in information technology as well as social and economic diversity of the United States' population require libraries to take part in constructing a new learning network. "Such a society must become a learning society in which all people share in the opportunities to increase skills, knowledge, understanding, and the capacity to reflect on and adapt to change."

Unfortunately, a significant barrier to supporting this goal in urban public libraries is the lack of staff and librarians who reflect the diverse backgrounds of the communities they serve. In 1998, the American Library Association (ALA) conducted a survey of libraries serving populations greater than 25,000. This survey illustrated that only 13.45 percent of all public librarians were non-white. (Lynch, 2002) While the foreign-born population increased 43% from 1990 to 2001, the percentage of non-white people enrolling in ALA accredited masters programs grew only 2.6%. (Belsie, 2002 and Daniel, 2001) The Twin Cities mirror these national statistics. Of the three largest library systems, the Minneapolis Public Library has only 16% ethnic minorities in their entire organization (Bernardi, 2003), Hennepin County Library only 5.9% (O'Neil, 2003), and SPPL has 12% (City of Saint Paul, 2002). In contrast, Saint Paul's population as a whole is 36% non-white. (Wilder Foundation, 2002)

SPPL is committed to playing a vital role in this new learning network for the population of Saint Paul and the surrounding metropolitan area. Its vision is to make the Library, and the information resources it offers, accessible to the increasingly diverse user community. The system is responding to rapid community change; in the last decade, Saint Paul has seen an 18% increase in the number of people of color from 81,317 to 91,888. (Wilder Foundation, 2002) St. Paul has the largest urban Hmong population in the United States. (Lieser, 2002) "St. Paul is becoming a city of immigrants, not just Hmong but Mexican, Somali and Russian," according to Joe Mansky, Ramsey County Elections Bureau. (Karlson, 2003) In looking to the future it is particularly valuable to note that of every 20 students in Saint Paul public schools, 6 are White, 6 are Asian, 5 are Black, 2 are Hispanic and 1 is American Indian, and that English is not the primary language spoken at home for 41% of K-12 public school students. (Wilder Foundation, 2002) It is projected that by 2010, the Hispanic population will be the largest minority population both in Minnesota and the United States. (U. S. Department of Commerce, 1999) The four major immigrant groups in the Twin Cities area are Hispanic, Hmong, Russian, and Somali.

As the demographics of the community change, it necessitates that SPPL adopt strategically different community service roles. To the immigrant who has not used a library before, as well as the minority group member who has been traditionally underserved, the traditional role of the library and librarian will not suffice to connect them to the culture of a continuous learning network. Language and cultural barriers, communication styles and pre-conceived behavior expectations all present challenges to access. The immigrant population is younger, poorer and less formally educated than the

native United States population in general. (Belsie, 2002) In 1999, better than one in five households with foreign-born members participated in at least one non-cash benefit program. (Belsie, 2002) If these diverse members of the community are also economically disadvantaged, the urban librarian may need to not only introduce them to the resources and information available, but also to introduce them to the technology to access the information and instruct them in how it is used.

In order to best serve the rapidly changing community and its needs, SPPL requires employees who not only represent the diversity of experience and perspective of its library users, but also have an understanding of the complexity of needs of these constituencies. Communication skills, supported by language proficiency will aid that understanding. Of the 236 current SPPL employees, only 29 are people of color, a total of 12%. Nine of the eleven full time employees of color are office clerical, and none are professional librarians or administrators. Of the eighteen part-time employees of color, fifteen are office clerical and three are para-professional. Of all of the employees of color, less than one third are male. (City of Saint Paul, 2002)

Saint Paul's population has significantly increased in diversity over the past ten years. However, the majority of that increase has occurred in the population that has a high school education or less. This is a recruitment challenge for a field that has traditionally required post high school education as a minimum requirement for an entry-level position. Neither CSC or SPPL has identified sufficient individuals from diverse backgrounds, either currently in library positions or with undergraduate degrees, able to pursue a master level degree towards librarianship at this time.

**1.2 Solution:** In St. Paul, as across the United States, in order to attract individuals from underrepresented communities, methods must be found to open the door to the library as an employer, as well as to create paths which allow for career advancement. This situation provides CSC and SPPL an opportunity and obligation to reach out to individuals with little or no experience with libraries and create educational pathways to professional librarianship. This project will prepare individuals to work at the para-professional level with potential to meet academic requirements for admission to undergraduate or graduate level education programs which would prepare them for professional library positions.

The Teaching-Learning Library (TLL) model combines undergraduate certificate level course work with practicum rotations. The goal of the pilot is to demonstrate how an integrated formal course/practice-based curriculum can prepare a diverse workforce for urban public library employment. A unique new approach will be taken to provide an education that prepares graduates to walk into a position in an urban public library ready to engage the community; CSC, in partnership with SPPL, will develop a curriculum with a "teaching library" component. CSC has offered a baccalaureate degree with a major in library science since 1926, and has been widely recognized as a regional center for library science and information management education since then. CSC enrolls more undergraduate students of color than any private college in Minnesota, and in conjunction with Dominican University, offers a Master of Library and Information Science degree. SPPL has a demonstrated commitment to serving as a learning organization for employees as well as library users. An administrative position for Training and Organizational Development was created in 1999, and a restricted endowment provides professional education and training funds each year. The TLL project will allow SPPL to undertake the natural expansion from a learning organization to an organization engaged in both continuous learning and teaching. Through the division of educational time between the classroom and practical teaching-learning

rotations in the library system, students will gain "hands on" experience and direct exposure to 21<sup>st</sup> Century learners and their needs. Each student will not only gain competencies in major areas of work responsibilities through rotations in an urban public library, but will also gain knowledge of the theory behind, and reasoning for, their existence. In addition, they will increase communication skills across languages. This certification process will advance an entry-level candidate's employment while they earn undergraduate credits.

The need for a formal certificate program, as well as its design, has grown out of The Minnesota Voluntary Certification process. In 1997, a three-year pilot was initiated to train and educate support and paraprofessional staff with the support of the Institute of Museum and Library Services under the provisions of the Library Services and Technology Act (LSTA), administered by Minnesota's agency for Information Technology-Library Development and Services. SPPL has been a strong proponent of the Voluntary Certification process, encouraging staff to participate and providing professional development funds for 30 staff to do so. By enhancing and formalizing the program at CSC and adopting the TLL model, participants will gain more concrete and standardized knowledge, and be able to better use that knowledge for personal advancement, while gaining college credits. As part of the creation of this competency based education program, CSC faculty will work closely with key SPPL staff to develop teaching, training and evaluation skills for mentoring students during their rotations. These rotations will be developed by faculty and librarians together to reflect both theory and best practices. A language skills component to the certification process will be a critical piece to ensure all graduates are able to truly communicate with a diverse audience.

Deliberate, strategic recruiting efforts will open the door of library employment to students who represent the diversity of the communities in the Twin Cities metropolitan area. The recruitment strategy will take place on two levels: the grassroots or general public level and the internal organizational level. Stipends for students will make this program more accessible to individuals from economically disadvantaged backgrounds, with cultural responsibilities to help care for parents or siblings, or who are supporting themselves and/or their family.

## EVALUATION CRITERIA

### 2.1 IMPACT

#### **Increase the number of qualified professionals**

The TLL project, with its urban focus, will be greatly beneficial to many stakeholders. This pilot period will certify 30 individuals to enter the field of library service while providing credits toward an undergraduate degree, a pre-requisite for future education at the master's level. It is projected that an additional 20 students will be certified each year thereafter. A comprehensive recruitment and marketing plan will be developed, but growth through word-of-mouth marketing by program participants is expected to be significant.

#### **Benefit multiple institutions and diverse constituencies**

CSC and SPPL will create a new model for educating library staff designed with the 21<sup>st</sup> century learner in mind. This model will undergo rigorous review throughout the pilot period, providing a curriculum, recruiting plan, training plan for library staff, and an implementation plan that will allow library schools and libraries across the country to adopt the model.

While obviously of greatest immediate potential for library students, this rotation-based education model could lead to structure change in other disciplines as well. SPPL will benefit in its internal composition, both extrinsically in staff makeup and intrinsically as the views and skills of all staff are affected. Of perhaps greater importance, library systems throughout the metropolitan region will benefit, as the number of qualified, trained individuals who represent the diversity of the area increases. This will be particularly true for the Minneapolis Public Library and the Ramsey and Hennepin County libraries, who may benefit from a similar partnership with CSC after the pilot phase is completed. The model curriculum and recruitment plan will benefit other schools and libraries nationwide, and graduates of the TLL program could be employed in these systems should they decide to relocate.

All of the participants in the program—students, faculty, staff, administrators and evaluators—will benefit through experience in developing a new model of education for the field of library service. Each group of stakeholders will experience a new breadth and depth to their work through its connection to the other groups. Networks will be built for all participants. Students will meet future colleagues and develop relationships with mentors; faculty and staff will share goals and needs, nurturing greater understanding across the field; current library staff will gain cultural competencies to adapt to changing demographics; and administrators will work with participants in ways where the administrators will not necessarily be the authority in given situations.

The diverse members of the 21<sup>st</sup> century community will benefit from the TLL project by being better served. Specifically, through the language requirement of the program it is initially expected the Spanish speaking and deaf communities will enjoy new access. As the program continues, recruiting efforts will expand to target the four most prevalent immigrant groups in the area, as well as other diverse communities.

### **Library service needs and issues facing similar libraries**

There is interest in the library field in the creation of teaching libraries after the teaching hospital model. In the April 2002 Urban Libraries Council (ULC) newsletter, Council president Joey Rodger noted that the idea had received significant consideration at a Washington D.C. meeting to discuss the impending shortage of library staff. Project personnel Debbie Willms and Gwen Dixon were accepted into the competitive Executive Leadership Institute sponsored by ULC and given the chance to develop their concept within a national forum and prepare them to better manage the program. Response from other participants has been very supportive. The Teaching-Learning Library Project addresses the need for a new model of education while at the same time acknowledging and anticipating the needs of participants. Throughout the nation, new strategies of attracting people to the field of library service are being tested in anticipation of a shortage of qualified people. (Rogers, 2003) The TLL program is a unique approach that addresses both the needs of libraries of similar size and demographic service, and the potential employee and community user. (See Appendix A for Letter of Support A.)

### **Vision of potential change**

This project will significantly impact both the face of the field of librarianship in the future and the educational approach to preparing students for library work. Only by the creation of programs with non-traditional students in mind will those students be served. The TLL program will significantly increase the pool of diverse individuals from which to recruit Master's program candidates. This model of education, blending theory and practice, will find new application in the field of librarianship. This project intends to develop a model that will produce graduates who will have a rich understanding of the theory and philosophy of urban public library service, as well as an experience in a library setting providing them with significantly higher skills upon employment.

## 2.2 DIVERSITY

### Diversity of community

According to the Amherst H. Wilder Foundation Research Center's Neighborhood Profile of Saint Paul, based upon the 2000 census, Saint Paul is a rapidly changing city with significant diversification still to come. The White population has decreased from 81% to 64%. The Black population has increased from 7% to 11%. The Asian population has increased from 7% to 12%. The Hispanic population has doubled to 8%. The elderly are comprised of only 12% people of color, while youth and children are 58% people of color, and 41% do not speak English at home.

### Community Needs

The comments of Phuoc Thi-Minh Tran (MLIS, Dominican University/College of St. Catherine, 2001), an immigrant who in 2001 became the first Vietnamese librarian in Minnesota, represent the all-too-common truth. "When I first came to the U.S.A. I went to the library. I wished I had someone there to help me, but there was nobody." (Klun, 2001)

The Saint Paul Public Library system is comprised of a Central Library located downtown, 11 branch libraries located in neighborhoods, and a Bookmobile. Many outreach services at SPPL target several specific groups within the community. The Lexington Outreach Branch, one of the highest used facilities in the system, is in the heart of the most culturally diverse and urban neighborhood of Saint Paul. It is home to the Black Culture and History Collection, which consists of a wide variety of materials about and related to African American history and culture. It is also the location of the Small Business Resource Center. The Center contains the majority of SPPL business collection materials, many focused on entrepreneurship and business start-up, as well as dedicated computer workstations with access to business specific databases requiring annual subscriptions. This project not only provides access to these databases, CD-ROM directories, and significant other print resources, but also links three small business assistance programs in the Twin Cities metropolitan area with the Center via the internet. Lexington was also the pilot location for the Homework Help Center (HHC) program. The HHC documented 44% of students participating did not speak English at home. Hmong was the most frequent language spoken (23%), with Somali (10%) and Spanish (4%) the next most common languages. An additional 7 languages were indicated. This branch partners closely with the Hmong Resource Center of the Hmong Cultural Center. One example of a recruitment opportunity is to build upon the recent publication of the first book written by Hmong Americans and immigrants, *Bamboo Among The Oaks*. Hmong culture traditionally has no written language. Thus, this presents an occasion to engage young Lao adults who have grown up in the United States in the value of written information and literature to community, and show them how the TLL program can provide an opportunity for personal advancement.

The Riverview Branch Library specializes in collecting materials for all ages written in Spanish, and was the home of the Open Library Project. This program goal was to increase use of the library by neighborhood minority communities through education regarding resources available, and included convening groups in the community to identify needs. As a result, it is host to an annual Chicano and Latino Writers Festival sponsored by *The Friends of the Saint Paul Public Library*. The Merriam Park Branch Library, located across the street from the Minnesota Association for the Deaf, maintains a collection of resources pertaining to American Sign Language, hearing loss, coping strategies, and deaf heritage. Materials in the collection include books, close-captioned videos, ASL videos, videos about deaf and hard-of-hearing issues, and signed children's books. The collection began with a transfer of materials from the library of the Metro

Regional Service Center for Deaf and Hard of Hearing People. This collection makes the Merriam Park Branch Library a statewide destination. In addition, this Branch offers story times for children in sign language, with a hearing interpreter for other attendees. Sign language interpretation is provided for all summer reading programs as well.

There is a tendency of minorities to establish an immediate level of comfortableness with a stranger of like ethnicity or racial group that creates a sense of bonding or togetherness. (Lipsey, 2002) The TLL project will address the needs of our underrepresented communities by targeting them in recruitment efforts. As these individuals become library staff, users will find the help they are looking for, and the cohort of diverse staff will support each other, avoiding the likelihood of becoming or feeling like "token" employees. (Edwards, 2003) Not only public services but also design of programs and collections will be more community-informed and oriented by increasing the diversity of SPPL staff. The creativity brought to problem solving and program design when staff display cultural awareness from multiple perspectives is meaningful and inspiring for participants. (See Appendix A for Letter of Support B.)

### **2.3 DESIGN**

#### **Community needs assessment**

The Saint Paul Planning Commission certified a Comprehensive Plan in 1995 that called for "citizens to have access to quality library services that provide them with timely information, support their educational aspirations, inspire their creativity and bring them together." The plan was the result of an extensive process of information gathering from the public, that included focus groups and workshops held in neighborhood facilities. Four strategies were identified to meet this goal: Support Education, Serve A Changing Community, Support Small Business and Strengthen the Regional Library System. (See Appendix B for Plan For Libraries). A Human Asset Plan was written in 1996 which projected future staffing needs, which led to a Flexible Staffing Plan in 1997. Since 1998, SPPL has described itself internally as a "learning organization." Public and private support has allowed initiatives to be implemented in the interim that address each of the four strategies. Projects to address these needs have included the creation of a Small Business Resource Center at the Lexington Outreach Branch, and opening Homework Help Centers at three branch libraries with plans to expand to a fourth. SPPL's involvement with the MN Voluntary Library Certification Program was a result of the need to strengthen the regional library system. The TLL model is not only a logical extension of that involvement, but will also serve as an important component of addressing the goal and need to Serve A Changing Community. The SPPL Affirmative Action Plan for 2003-2005 addresses as its primary purpose the goal of a "more diverse and culturally sensitive workforce" in order to "better serve our community with collections, programs and services designed and delivered by a staff whose faces and languages represent the rich diversity of the city." (See Appendix C for Affirmative Action Plan and Appendix A for Letter of Support C.)

#### **Efficient, effective, accomplishable solution to community needs**

*The goal of the TLL project is to create an educational model that provides opportunities in the field of library service for historically underrepresented communities, in order to better serve the diverse population of Saint Paul and users of a 21<sup>st</sup> century library. The TLL project will educate two cohorts, ten students in Year 2 and 20 students in Year 3, with classroom and practicum time distributed proportionately. Graduates will receive a certificate in Urban Public Library Services, allowing them advanced placement within the SPPL system, and providing them with 12 undergraduate credits which can be applied toward a bachelor's degree. Three components are critical to the success of the project: 1) the creation of a curriculum which both addresses the theoretical aspects of urban library services and the practical application of those theories in the workplace, while providing*

communication skills to those whose first language is not English, and providing others with the ability to bridge language barriers through instruction in the languages and cultures of Saint Paul's immigrant communities; 2) a strategic recruitment campaign that will effectively capture the attention of traditionally underrepresented communities' members; and 3) a paradigm shift within the public library system to both embrace and be part of the changing nature of public service to an increasingly diverse community.

A critical component to making the TLL program certification accessible to people from economically disadvantaged backgrounds, and those responsible for supporting themselves and/or family while attending this program, is to provide financial support through scholarships. The TLL program will provide scholarship funding of \$3,240 per student (figured at a rate of \$15/hour for 216 practicum hours) to be applied toward tuition of \$4,200.

CSC experience in providing library education, as well as a campus-wide initiative to integrate community work and learning, is the foundation on which the TLL project rests. Preliminary academic program structure is as follows:

### **Activity Area One: ACADEMIC PROGRAM**

The academic component of the TLL project consists of six, 2 credit courses at the baccalaureate level for three 14-week terms. Students will graduate with a twelve credit undergraduate certificate in Urban Public Library Services.

**Application Process:** Students identified during the recruitment process will submit a written application form and personal statement to the CSC admissions office. After processing, applications will be reviewed by the TLL program Leadership Team. Program requirements include a high school diploma, GED, or equivalency. A Test of English as a Foreign Language (TOEFL) paper score of 500 (or computer score of 173) and written competency in the English language, when applicable, will usually be required.

**Curriculum:** Courses will be offered on site at the St. Paul Public Library, over three terms. The four courses specific to Library Service meet the 50 competencies developed for the MN Voluntary Library Certification Program. Two additional courses address communication skills and culture, giving students functional proficiency in a second language, with a focus on library application. The language choices represent those languages frequently spoken by residents in the city of St. Paul and special areas of community involvement for SPPL. Language courses will be taken on the St. Paul campus of CSC. Course descriptions, outlines and syllabi will be developed during Year 1 of the grant period. Each student will participate in 6 hours per week of practicum work rotating through the departments of SPPL's Central and branch libraries. **Learner Outcomes:** The students participating in the TLL project will acquire competencies through coursework, practicum rotations, and seminar discussion. Each student will compile a portfolio of work demonstrating acquisition of 50 competencies divided into three areas: library philosophy, technical services and public services. Technical services competencies include Collection Development and Management, Acquisitions, Cataloging and Classification, Processing, and Automation. Public service competencies are divided between Administrative and Planning Services and Direct User Services. Each area includes competencies related to technology use and application in libraries (See Appendix D for competencies). Functional language proficiency competencies will be developed during Year 1 of the grant period. In addition, the Urban Lens and Community Lens courses will serve as framework for the program which will put the concept of library service in full context of a continuous

learning network for the 21<sup>st</sup> century learner. Specifically, community demographic study and cultural event participation will provide richer understanding to students.

**Student Services:** Each program participant will have access to CSC student services including The O'Neill Learning Center, language labs and the Office of Career Development. Students will advance through the program in a cohort of 10 people in Year 2 and 20 people in Year 3. In the first year of student participation, two students will be paired with a Library Faculty Associate (LFA) for the first two terms. In the third term that LFA will continue to serve as the mentor to those two students, while supervising other cohort students as they rotate to the specialty area of the LFA. The second cohort, in grant Year 3, will have four students teamed with each LFA.

**Evaluation:** Students in the TLL program will construct portfolios. These portfolios will be both summative and evaluative. Students will include documentation that confirms their ability to meet all learner outcomes required by the program. Documentation may include and is not limited to: 1) Course assignments, 2) Practicum journals, 3) Team working documents, e.g. minutes, drafts, discussion notes, 4) LFA feedback, 5) LFA performance reviews, 6) Practicum rotation time sheets, 7) Community analysis project, 8) Library staff recruitment flyer, 9) Community celebration report (Hmong New Year, Cinco de Mayo, Rondo Days, Ibo Fest, etc.).

The following matrix outlines the scope and sequence of the six courses.

Term 1	Term 2	Term 3
Beginning September 2004 and 2005	Beginning January 2005 and 2006	Beginning April 2005 and 2006
Foundations of Library Service: the Urban Lens (2 cr.)	Technical Services (2 cr.)	The Urban Library: the Community Lens (2 cr.)
Language course: ESL, Spanish, or American Sign (2 cr.)	Language course continuation (2 cr.)	Public Services (2 cr.)
Practicum rotations: (6 hours/wk)  Library automation: - SPPL computer system - Computer skill assessment - Computer skill acquisition  Communication: - Cross-cultural - Verbal and written	Practicum rotations: (6 hours/wk)  Collection Development (3 wks.) Acquisitions (3 wks.) Cataloging/Classification (3 wks.) Processing (3 wks.)	Practicum rotations: (6 hours/wk)  Reference (3 wks.) Children/Young Adult services (3 wks.) Reader advisory (3 wks.) Circulation (3 wks.)

**Intended Outcome 1.1:** Creation of a curriculum and education model, replicable in other institutions, which blends classroom and practice-based rotations preparing students for work in an urban public library.

**Intended Outcome 1.2:** Increased numbers of library employees from diverse backgrounds, and with relevant training and education

### **Activity Area Two: RECRUITING FROM HISTORICALLY UNDERREPRESENTED COMMUNITIES**

SPPL has had limited success recruiting staff that reflects the diverse community at the entry clerical level. Diverse groups are largely underrepresented at any other level. By focusing recruitment efforts for the TLL project upon these communities, individuals will enter or advance through the system at an accelerated pace. Recruiting efforts will focus on culturally diverse, underserved and under-represented populations, specifically targeting minorities and immigrants, with secondary target audiences of hearing-impaired and disabled, and males. Within each category, there are three pools to address - the general public, library employees in institutions other than SPPL, and SPPL internal employees. The pool of candidates representing the diversity of the community is most prominent in the metropolitan area. In Minneapolis and St. Paul, there are 55,989 people of color over age 25 with a high school degree, an Associate Degree, or some college credit. (U.S. Census Bureau)

Various methods will be used to garner the attention and interest of these target populations. Collaboration with ethnic community associations and organizations will be a crucial factor in reaching individuals in communities in which decisions are frequently made for young adults by parents, extended relatives, and/or community elders. Recruitment efforts will make use of numerous contacts SPPL Outreach staff have in diverse community organizations, and participate in community activities as appropriate. Minnesota Ethnic & Multicultural Media Outlets, which include newspaper, radio and television, will be used to raise awareness of the program. Culture focused programming conducted by The Friends of the Saint Paul Public Library will be another outlet for reaching diverse members of the community. With the support of system administrators, site visits to other library systems, both metro and out-state, as well as educational institutions such as high schools, community colleges, and workforce centers will be utilized. Finally, standard marketing approaches such as posters in community libraries and website postings will round out the recruiting efforts.

Both presentations and materials will be necessary for successful recruitment. Presentation strategies will include computer-based electronic presentations using programs such as PowerPoint, and involvement of metro-area minority librarians to speak on behalf of the program. The use of "Librarians Like You" posters at libraries and in educational institutions will present the concept of diverse librarians to the public. Specific posters regarding the TLL program will be posted at SPPL, in addition to flyers and brochures. Finally, application materials will be a key tool in developing interest in the program sufficient to encourage participation. CSC admissions staff will actively collaborate with the recruitment efforts. Demographic characteristics of the target populations will be collected beginning with application materials.

**Intended Outcome 2.1:** Students seeking Urban Public Library Services Certificate will represent community demographics

### **Activity Area Three: SERVING A DIVERSE URBAN COMMUNITY**

With the introduction of diverse students into SPPL as a teaching and learning institution, employees of SPPL must embrace and be part of the changing nature of public service to an increasingly diverse community. Key staff will serve as Library Faculty Associate (LFA) mentors and on-site instructors to the TLL students, and all staff will experience interaction with students in the areas of their practicum. Urban issues such as homelessness, child neglect, and adult illiteracy in addition to cultural and language barriers have required the attention of SPPL staff, enriching the experience and preparation of TLL students. Not only TLL students, but also LFAs and other SPPL employees will increase their understanding of diverse communities and the needs of urban library users. If current staff do not feel threatened by the "difference" TLL students represent, SPPL will not only be a more supportive workplace, but will also increase its likelihood of retaining the TLL graduates. (Lipsey, 2002)

Several facets of education and training will be provided for SPPL employees in order to prepare them to appreciate and support the TLL project and the changes it will produce in serving the public. LFAs and CSC faculty will engage in mutual education regarding the experiential learning model to be implemented. LFAs will review and refresh their familiarity with competencies required to be demonstrated in the TLL program. In addition, each LFA will specifically acquire knowledge of adult teaching methodologies, best practices in mentoring, supervisory skills, and student competency evaluation.

LFAs, as well as all relevant SPPL and CSC staff, will attend training and/or presentations on the scope and model of the TLL program, urban geography of Saint Paul, communication skills, diversity, mentoring, and conflict management. This will include SPPL branch and department supervisors, CSC faculty for the TLL program and from the Master of Library and Information Science program. All training will be coordinated by the Leadership Team, with TLL Program Administrator and CSC Project Director serving as the primary presenter/trainers.

**Intended Outcome 3.1:** Existing library staff will contribute to the creation of a more welcoming, encouraging and supportive environment for TLL students and for diverse 21<sup>st</sup> century learners  
Long-term Outcome: SPPL will lead metro area in % library staff from diverse backgrounds and with multi-lingual competence

#### **2.4 MANAGEMENT PLAN Effective completion**

A Leadership Team, whose members have designed and planned the TLL program, will bear responsibility for the effective completion of project activities. Mary Wagner, Program Director and Associate Professor of the Master of Library and Information Science will represent CSC. Deborah Willms, Training and Organization Development Coordinator will represent SPPL. Gwen Dixon, who is currently employed 40% by SPPL as Diversity Coordinator, will be the TLL Program Administrator, as an SPPL employee.

The Program Administrator will serve as the liaison between the two institutions, ensuring continuity of program for students and successful collaboration between CSC and SPPL. The Program Administrator will report to the SPPL Training and Organizational Development Coordinator. The Program Administrator will be responsible for student recruitment and advising, staff training, and internal program evaluation. (See Appendix E for Job Description.)

#### **Ability**

SPPL operates as an agency of the City of Saint Paul, and the Department of Information Management at CSC operates under the broader framework of the College. Both of these overseeing organizations have usual and customary policies and procedures regarding

deployment and management of resources, which will be adhered to closely. A strong managerial structure, including an Office of Sponsored Research at CSC, is in place and will ensure that this project will be administered in a fiscally sound and responsible manner. The Center for Continuing Education at CSC has assisted in the formulation of the TLL program, and will aid in its successful completion. CSC and SPPL have effectively completed grant funded library services programs previously. CSC participated in the "Library Services to Native Americans" Institute in the 1970's as well as the "Library Services to the Aging" Institute in the 1980's. Both CSC and SPPL were highly involved in the MN Voluntary Library Certification pilot phase.

### **Sound, mutually beneficial partnership**

CSC and SPPL have a strong history of successful collaboration which has led to the current partnership. A strong relationship based on proximity and shared values has proven beneficial to both institutions. Many SPPL librarians received their undergraduate and/or Master's degree education at CSC, some through direct financial aid from SPPL. Project personnel from both institutions have worked together on various initiatives. The CSC Center for Excellence: Center for Women, Economic Justice, and Public Policy partnered with SPPL's Lexington Outreach Branch to address the topic of "Libraries and Immigrant Communities," through Family Place programming. Family Place is a literacy model of services starting with a parent-child workshop series of five-six weeks, targeting very young children, to introduce and support healthy child development and emergent literacy. The project involved CSC students as partners in planning, designing, implementing and evaluating the program. (de la Pena McCook, 2001) Most recently CSC faculty and students collaborated with SPPL by conducting needs assessments for the Library's Homework Help Centers. SPPL continues to serve as a practicum site for students pursuing their Master in Library and Information Science degree. Long-standing trust and mutual respect has been evident throughout the planning process and will contribute significantly to the success of the Teaching-Learning Library project.

The TLL Project cannot achieve success without collaborative input from both CSC and SPPL. Both partners have significant opportunities to contribute and gain from the proposed program. Each organization brings unique strengths and contributes to the overall success of the program. CSC provides faculty, curriculum development expertise and program oversight. SPPL provides community connection to support recruitment processes, location for work of integrating library service theory and practice, and expert staff practitioners to supervise and mentor students.

## **2.5 BUDGET**

The budget for this project is based on a three-year project period. The rationale for each item is presented in the budget narrative. If full funding of the request is not possible, the project can be piloted in a restricted manner in two years, however it will not be possible to determine full capacity within a two year timeline, as only one cohort will graduate in that time period. As recruitment of underrepresented community members is central to project success, this timeline cannot be compressed to allow an earlier commencement of coursework.

## **2.6 CONTRIBUTIONS**

An accounting of contributions by CSC and SPPL, in the form of personnel and other resources, is outlined in the detailed budget. Significant time and planning have been contributed to the development of the TLL program, including that of SPPL staff and interns not part of the Leadership Team. SPPL will devote staff training funds to the project. Community partner involvement in recruiting will maximize the efficiency with which recruitment funds are utilized, as well as the time of the TLL Program Administrator.

Regular duties of SPPL staff members and LFAs whose time is dedicated to the TLL project will be performed through replacement staff. Grant funds will be used to employ part-time library associates to directly replace staff hours, or to free other SPPL staff to assist in the advanced duties of upper-level staff. CSC personnel who participate in the TLL project will be granted release time by the College. CSC resources and grant funds will cover replacement costs.

## **2.7 PERSONNEL**

Please refer to the Budget Justification for information regarding the full complement of personnel to contribute to the TLL program and assure accomplishment of project goals and activities. Two members of the Leadership Team, Project Director Mary Wagner of CSC and Deborah Willms of SPPL were involved in the implementation of the MN Voluntary Library Certification project. The innovative shared position Gwen Dixon holds, dividing her time with the St Paul Parks and Recreation Department, allows SPPL to benefit from her experience in diversity coordination. She will serve as the TLL Program Administrator, as an SPPL employee. Resumes and curriculum vitae of all project personnel are enclosed.

## **2.8 PROJECT EVALUATION**

### **Assessment Plan**

The three objectives of the TLL project will receive both internal and external evaluation. The TLL Project Administrator, in collaboration with the other Leadership Team members, will conduct an internal evaluation of the TLL Project as a whole, as well as the curriculum and education model, recruitment methods, and SPPL service components.

The curriculum and education model will undergo an internal peer review during the development stage in year one, with formal assessments at the completion of the first cohort in year two and the second cohort in year three. An external evaluation of the TLL Project as a whole, recruitment methods, and SPPL service components of the project will be conducted at the end of year two and year three. The Department of Institutional Planning and Research at CSC will gather data related to the project and its intended outcomes.

Patricia Kovel-Jarboe has agreed to serve as the external evaluator of the TLL project. Dr. Kovel-Jarboe will work with the Leadership Team in Year One of the grant to contribute to the design of outcome-based evaluation instruments and the process to be used to collect data. At the completion of curriculum by the first student cohort, she will conduct an on-site evaluation with faculty, LFAs and students. This process will be replicated upon coursework completion by the second cohort. While Dr. Kovel-Jarboe's work will focus primarily on summative measures, she will also contribute to formative evaluation and assessment designed to ensure that the project is operating according to plan or, if needed, modified to enhance success. She will submit a comprehensive (summative) evaluation of the project that will be included in the final report to IMLS.

### **Reliable Information**

The Logic Model for Outcome Evaluation, as developed by the United Way of America and modified by additional not-for-profit and library organizations, will be the basic framework for presenting summative evaluation results. This model incorporates traditional input and output measures but supplements them with longitudinal outcome measures.

The first component focuses on the Inputs required to support the project. Money and Other Consumable Resources; Staff and Volunteers, including project partners; and Facilities and Equipment are the major elements of this component. This component will also provide a profile (demographics) of those who enter and persist in the program. Activities are the focus of the second component of the evaluation. This includes events such as demonstrations or presentations designed to recruit participants, as well as the curriculum, classes, and mentoring provided to project staff and project participants. The third component, Outputs, is closely related to the second. By tracking actual participants in project activities, the evaluation will be able to better describe the extent of the project, the characteristics of those affected, and the nature of the effects.

The fourth component is the most difficult and traditionally most overlooked aspect of project evaluation. Outcomes concerns itself with the changes and, ideally, benefits that accrue to project participants, mentors, the library, the college, and the profession as well as the community as a result of the project. New knowledge and skills, changed attitudes and values, and different behaviors are all examples of expected outcomes. The summative evaluation will assess the Impacts provided in Section 2.1 of this proposal and will measure the degree of attainment for the Outcome Indicators identified below.

#### Outcome 1.1 Indicators:

- Satisfaction of student participants with the higher education experience
- Satisfaction of student participants with preparedness to work
- Satisfaction of CSC faculty with student achievement at certification
- Satisfaction of SPPL staff with student performance at certification
- Adoption by other metropolitan area libraries of staff training model and partnership with students at CSC in future cohorts
- Diversity of pool of students retained in certificate program (lower attrition from diverse students than average)
- Diversity of pool of candidates graduating from program with certification
- Identification of CSC faculty and SPPL employees, by each other, as resources and significant contributors to the field of library service

#### Outcome 1.2 Indicators:

- Increase in diversity of pool of candidates applying for positions at SPPL
- Increase in offers of employment to applicants from underrepresented community
- Employment of students with certificates, preferably at SPPL with a full time civil service job with benefits

#### Outcome 2.1 Indicators:

- Number of inquiries regarding program from targeted populations
- Diversity of pool of candidates applying to program (% Hmong, % Somali, % people of color, % Spanish speaking)
- Diversity of pool of candidates accepted to program (at least 50% people of color or immigrants)

#### Outcome 3.1 Indicators:

- Number of staff who attend training and presentation as percentage of entire staff
- Satisfaction of students with working environment
- Satisfaction of LFAs with ability to effectively mentor/teach
- Satisfaction of branch library staff with TLL program

- Development of new initiatives/contacts with diverse community organizations by SPPL branch staff
- Increase access to SPPL for diverse community members and traditionally underrepresented community groups
- Increase affinity for SPPL from diverse community members and traditionally underrepresented community groups
- Number/% of students who seek positions in SPPL upon certification
- Retention of TLL students through program
- Increase appreciation of cultures and individuals different than staff are familiar with
- SPPL staff actively support TLL program through word-of-mouth recruiting

## **2.9 DISSEMINATION**

The Leadership Team and TLL Program Administrator will make presentations at appropriate regional, state and national conferences and gatherings such as the American Library Association (ALA) Annual Meeting and the Urban Libraries Council (ULC) Annual Meeting which are held in conjunction, in Year 2, and the Public Libraries Association (PLA) Annual Meeting in Year 3. As a member institution of ULC, SPPL will disseminate project findings to other member institutions. The Minnesota Library Association will be an important audience, as will the Metropolitan Education Library Services Association (MELSA), whose members are most likely to be future partners with CSC. In addition, summary reports and articles about the project will be submitted to the newsletters of these associations, as well as the appropriate professional journals. Appropriate educational institutions and organizations, such as the American Association of School Librarians will also be informed through articles and presentations. Finally, recruiting organizations or the departments concerned with diversity in such associations as referred to be above will be targeted in the dissemination of program results. Ongoing project process will be made available on the website of both SPPL and CSC.

## **2.10 SUSTAINABILITY**

As indicated in the dissemination plan, it is intended that there should be broad access to the project findings and tangible methodology for replication by other institutions. All of the activities described herein will be formalized and integrated into CSC and SPPL by the completion of the grant period. The new curriculum will be part of the School of Library and Information Science at CSC. Changed practices and expectations will be integrated at SPPL in both modified perceptions of existing staff, and the presence of program graduates. Continued activities may be supported by earned income from consulting to other systems and educational institutions. Multi-media presentations and/or CD-ROM instruction on the curriculum model, including the language component may also be developed.

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College of St. Catherine - St. Paul Public Library		IMLS Grant - The Teaching-Learning Library		Year 1: November 1, 2003 - October 31, 2004	
	FTE	IMLS	CSC	SPPL	TOTAL
	Yr 1	Year 1	Year 1	Year 1	Year 1
<b>Personnel</b>					
<b>CSC Salaries</b>					
Mary Wagner, Ph.D., Director MLIS	0.34				
Pauline Iacono, M.L.S., Assistant Professor - MLIS	0.08				
Geraldine King, Ph.D., Assistant Professor - MLIS	0.08				
Susan Boshier, Ph.D., Associate Professor - English	0.17				
Laurie Swabey, Ph.D., Director - Interpreting	0.17				
Faculty - Spanish Department (TBD)	0.17				
<b>SPPL Salaries</b>					
Deborah Williams, MLIS, Training & Org Develop Coordinator	0.25				
Jim Vogt, M.L.S., Materials Selection Librarian	0.05				
Mary Calvo, MLIS, Librarian, Trainer	0.05				
Mary Margaret Sullivan, M.L.S., Supervisor, Riverview Branch	0.05				
Cassandra Carter, Library Clerk (circulation)	0.05				
Reader Advisory (TBD)	0.05				
New position					
<b>Program Administrator - Gwen Dixon, MLIS</b>	<b>1.00</b>	<b>\$ 100,397.00</b>	<b>\$ 8,961.00</b>	<b>\$ 18,350.00</b>	
<b>Fringe Benefits</b>					
<b>CSC = 24% of Salary</b>					
<b>SPPL = 30.55% of Salary (SPPL is cost sharing all benefits)</b>					
<b>Total Personnel</b>		<b>\$ 109,644.00</b>	<b>\$ 11,112.00</b>	<b>\$ 42,857.00</b>	<b>\$ 163,613.00</b>
<b>Non-Personnel</b>					
<b>Consultants</b>		\$ -	\$ 2,000.00	\$ -	\$ 2,000.00
<b>Travel</b>		\$ 5,500.00	\$ -	\$ -	\$ 5,500.00
<b>Materials, Supplies &amp; Equipment</b>		\$ 9,000.00	\$ -	\$ -	\$ 9,000.00
<b>Services</b>		\$ -	\$ -	\$ -	\$ -
<b>Student Support</b>		\$ -	\$ -	\$ -	\$ -
<b>Other</b>		\$ -	\$ -	\$ -	\$ -
<b>TOTAL DIRECT COSTS</b>		<b>\$ 124,144.00</b>	<b>\$ 13,112.00</b>	<b>\$ 42,857.00</b>	<b>\$ 180,113.00</b>
<b>Indirect Costs*</b>		<b>\$ 21,021.00</b>	<b>\$ 4,889.00</b>		<b>\$ 25,910.00</b>

\*DHHS issued CSC an indirect rate of 44% of salaries & benefits

College of St. Catherine - St. Paul Public Library									
IMLS Grant - The Teaching-Learning Library									
Year 2: November 1, 2004 - October 31, 2005									
		FTE	IMLS	CSC	SPPL	TOTAL			
		Yr 2	Year 2	Year 2	Year 2	Year 2			
<b>Personnel</b>									
<b>CSC Salaries</b>									
Mary Wagner, Ph.D., Director MLIS		0.34							
Pauline Iacono, M.L.S., Assistant Professor - MLIS		0.08							
Geraldine King, Ph.D., Assistant Professor - MLIS		0.08							
Susan Boshier, Ph.D., Associate Professor - English		0.17							
Laurie Swabey, Ph.D., Director - Interpreting		0.17							
Faculty - Spanish Department (TBD)									
<b>SPPL Salaries</b>									
Deborah Willins, MLIS, Training & Org Develop Coordinator		0.25							
Jim Vogt, M.L.S., Materials Selection Librarian		0.25							
Mary Calvo, MLIS, Librarian, Trainer		0.25							
Mary Margaret Sullivan, M.L.S., Supervisor, Riverview Branch		0.25							
Cassandra Carter, Library Clerk (circulation)		0.25							
Reader Advisory (TBD)		0.25							
New position									
Program Administrator - Gwen Dixon, MLIS		0.50							
	<i>Faculty Subtotal</i>		\$ 97,438.00	\$ 9,230.00	\$ 64,963.00				
<b>Fringe Benefits</b>									
<i>CSC = 24% of Salary</i>									
<i>SPPL = 30.55% of Salary (SPPL is cost sharing all benefits)</i>									
	<i>Total Personnel</i>		\$ 105,232.00	\$ 11,445.00	\$ 104,655.00	\$ 221,332.00			
<b>Non-Personnel</b>									
<b>Consultants</b>									
			\$ 4,000.00	\$ 2,000.00	\$ -	\$ 6,000.00			
<b>Travel</b>									
			\$ 8,000.00	\$ 3,000.00	\$ -	\$ 11,000.00			
<b>Materials, Supplies &amp; Equipment</b>									
			\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00			
<b>Services</b>									
			\$ -	\$ -	\$ -	\$ -			
<b>Student Support</b>									
			\$ 32,400.00	\$ -	\$ -	\$ 32,400.00			
<b>Other</b>									
			\$ -	\$ -	\$ -	\$ -			
<b>TOTAL</b>									
			\$ 152,132.00	\$ 17,445.00	\$ 104,655.00	\$ 274,232.00			
			\$ 17,718.00	\$ 5,036.00		\$ 22,754.00			
<i>*DHHS issued CSC an indirect rate of 44% of salaries &amp; benefits</i>									



**Revised Detailed Budget & Narrative  
Submitted August 21, 2003**

**Name of Organization: College of St. Catherine (CSC)**

**Consultant Fees – Year 1**

Name of Consultant	Daily Rate	# of Days on Project	IMLS	CSC	Partner (SPPL)	Total
Dr. Patricia Kovel-Jarboe		2	0		0	.....

**Consultant Fees – Year 2**

Name of Consultant	Daily Rate	# of Days on Project	IMLS	CSC	Partner (SPPL)	Total
Dr. Patricia Kovel-Jarboe		6	.....		0	

**Consultant Fees – Year 3**

Name of Consultant	Daily Rate	# of Days on Project	IMLS	CSC	Partner (SPPL)	Total
Dr. Patricia Kovel-Jarboe		6		0	0	

**Total Consultant Fees:**

Dr. Patricia Kovel-Jarboe has agreed to serve as the external evaluator for the TLL program. Dr. Kovel-Jarboe has worked in higher education, government and non-profits in the areas of planning, evaluation and organizational improvement. She will work with the Leadership Team in year one of the grant to assist in the design of outcome-based evaluation instruments and to lay the groundwork for the data collection process. In year 2, she will conduct an on-sight evaluation with faculty, LFAs and students. Through surveys, observation and interviews, she will assess the current status of the curriculum and make initial recommendations about the program in general. This will include, but is not limited to, criteria for admission to the program and the effectiveness of the curriculum (whether the learning outcomes are being met). In addition, she will also collect information needed for the final summative analysis in year 3. These procedures will be replicated in year 3 and the summative evaluation will be submitted, which will also include an assessment and recommendations for what is needed for continuation of a successful program. Dr. Kovel-Jarboe will be paid at a rate of \_\_\_\_\_ Over the course of three years, \_\_\_\_\_ is requested from IMLS and the College of St. Catherine will contribute an additional \_\_\_\_\_

**Travel – Year 1**

To/From (all in MN)	# of persons/days	Per diem (\$46/day)	Transport Costs (.365 cents/mile)	IMLS	CSC	Partner (SPPL)	Total
St. Paul to Worthington <i>-recruiting &amp; marketing</i>	1 person for 3 days	\$138	3 trips @ 600 miles RT = 1800 miles (\$657)	\$795	0	0	\$795
St. Paul to Wilmar <i>-recruiting &amp; marketing</i>	1 person for 3 days	\$138	3 trips @ 200 miles RT = 600 miles (\$219)	\$357	0	0	\$357
St. Paul to Cloquet <i>-recruiting &amp; marketing</i>	1 person for 3 days	\$138	3 trips @ 300 miles RT = 900 miles (\$329)	\$467	0	0	\$467
7 county metro area (St. Paul & Mpls)	1 person over 12 months for recruiting in metro area		3000 miles/yr (250 metro miles/month) = \$1095	\$1095	0	0	\$1095
St. Paul to IMLS mtg (2 day mtg)	2 persons for 2 days/each (plus one travel day)	2 ppl x 3 days x \$46/day  <i>Hotel: 2 ppl x 3 nights</i>	<i>Airfare:</i> 2 ppl with RT tickets	\$2786	\$1214	0	\$4000
<b>Yr 1 Total</b>				\$5500	\$1214		\$6,714

**Travel – Year 2**

To/From (all in MN)	# of persons/days	Per diem (\$46/day)	Transport Costs (.365 cents/mile)	IMLS	CSC	Partner (SPPL)	Total
St. Paul to Worthington <i>-recruiting &amp; marketing</i>	1 person for 1 day	\$46	1 trip @ 600 miles RT = \$219	\$265	0	0	\$265
St. Paul to Wilmar <i>-recruiting &amp; marketing</i>	1 person for 1 day	\$46	1 trip @ 200 miles RT = \$73	\$119	0	0	\$119
St. Paul to Cloquet <i>-recruiting &amp; marketing</i>	1 person for 1 day	\$46	1 trip @ 300 miles RT = \$110	\$156	0	0	\$156
7 county metro area (St. Paul & Mpls)	1 person over 12 months for recruiting in metro area		3000 miles/yr (250 metro miles/month) = \$1095	\$1095	0	0	\$1095
St. Paul to IMLS mtg (2 day mtg)	2 persons for 2 days/each (plus one travel day)	2 ppl x 3 days x \$46/day  <i>Hotel: 2 ppl x 3 nights</i>	<i>Airfare:</i> 2 ppl with RT tickets	\$2039	\$1961	0	\$4000



Administrator to attend the IMLS mandatory meeting in year one and possibly in years two and three. The Project Director, Program Administrator and other faculty will also be making presentations at various conferences throughout MN and the country in years two and three. *Note: Total yearly amounts differ from original budget submission, due to new knowledge that IMLS meeting is a 2-day meeting and should be figured at \$4000. Original submission figures were based on a one-day meeting. One conference was omitted in year three in order to stay within overall total for the three years.*

### Materials & Supplies – Year 1

Item	Method of Cost	IMLS	CSC	Partner (SPPL)	Total
Advertising (Community News papers, TV, radio)	\$300-\$500 per ad in print media TV/radio are community service	\$2000	0	0	\$2000
Course Material Development	Print & software materials	\$250	0	0	\$250
Promotional Materials, Applications, etc.	See breakdown in narrative comments below	\$6750	0	0	\$6750
<b>Yr 1 Total</b>					<b>\$9000</b>

### Materials & Supplies – Year 2

Item	Method of Cost	IMLS	CSC	Partner (SPPL)	Total
Advertising (Community News papers, TV, radio)		\$2000	0	0	\$2000
Course Materials & Evaluation instruments	≈ \$20/course pack (10 students plus 8 faculty & Admin) Eval ≈ \$140	\$500	0	0	\$500
OCLC Site Lic.	\$100/computer		\$1000	0	\$1000
<b>Yr 2 Total</b>					<b>\$3500</b>

### Materials & Supplies – Year 3

Item	Method of Cost	IMLS	CSC	Partner (SPPL)	Total
Advertising (Community News papers, TV, radio)		\$1850	0	0	\$1850
Course Materials, Presentation Materials & Reports	≈ \$20/course pack (20 students plus 8 faculty & Admin) Reports ≈ \$90	\$650	0	0	\$650
OCLC Site Lic.	\$100/computer		\$1000	0	\$1000
<b>Yr 3 Total</b>					<b>\$3500</b>

**Total Material & Supply Costs:    \$14,000            \$2,000            0            \$16,000**

The largest portion of the material and supplies will be incurred in the first year, due to the need to create applications, brochures in multiple languages, and additional marketing and promotional materials (i.e. advertising in ethnic newspapers, community radio and TV, etc.). An average inquiry response rate to a direct mailing is 1%. Approximately 10-12% of the 1% of inquiries from a direct mailing become applicants to a program and 60-70% of those applying usually enroll. Because this program will include targeted mailings, with additional information and support from communities, the inquiry response rate is anticipated at 4%. Assuming the same rates as above for applicants and those enrolling in the program, a 10,000-piece mailing would generate approximately 400 inquiries, which in turn could produce 44 applicants for an enrollment of 30 students during the 2 years of the program. Printing costs vary widely, due to the type of paper, ink, color, etc. used in the brochures. Funds will also be used to create evaluation instruments, surveys, course materials and reports. Printing, copying and mailing costs are included in this category, as well as an additional site license for access to the On-line Consortium of Library Catalogues (OCLC) which students will need access to as part of their coursework and training.



**Project Budget Form****SECTION 2: SUMMARY BUDGET**Name of Applicant Organization College of St. Catherine

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.5 BEFORE PROCEEDING.

**DIRECT COSTS**

	IMLS	Applicant	Partner(s) (if applicable)	Total
SALARIES & WAGES	<u>276,517</u>	<u>47,462</u>	<u>161,898</u>	<u>485,877</u>
FRINGE BENEFITS	<u>24,066</u>	<u>11,391</u>	<u>103,301</u>	<u>138,758</u>
CONSULTANT FEES	<u>10,000</u>	<u>4,000</u>	<u>0</u>	<u>14,000</u>
TRAVEL	<u>23,500</u>	<u>8,626</u>	<u>0</u>	<u>32,126</u>
MATERIALS, SUPPLIES & EQUIPMENT	<u>14,000</u>	<u>2,000</u>	<u>0</u>	<u>16,000</u>
SERVICES	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
STUDENT SUPPORT	<u>97,200</u>	<u>0</u>	<u>0</u>	<u>97,200</u>
OTHER	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>TOTAL DIRECT COSTS</b>	<b>\$ <u>445,283</u></b>	<b>\$ <u>73,479</u></b>	<b>\$ <u>265,199</u></b>	<b>\$ <u>783,961</u></b>
<b>INDIRECT COSTS*</b>	<b>\$ <u>54,709</u></b>	<b>\$ <u>25,895</u></b>	<b>\$ <u>0</u></b>	<b>\$ <u>80,604</u></b>

\*If you do not have a current Federally negotiated rate, your indirect costs must appear in the Applicant or Partner columns only. If you have a current Federally negotiated rate, you may request indirect costs from IMLS only on the direct project costs requested from IMLS.

**TOTAL PROJECT COSTS** \$ 864,565**AMOUNT OF CASH-MATCH** \$ 0**AMOUNT OF IN-KIND CONTRIBUTIONS** \$ 99,374

(INSTITUTIONAL COST-SHARING), INCLUDING INDIRECT COSTS

**TOTAL AMOUNT OF MATCH (CASH & IN-KIND CONTRIBUTIONS)** \$ 363,573**AMOUNT REQUESTED FROM IMLS, INCLUDING INDIRECT COSTS** \$ 499,992**PERCENTAGE OF TOTAL PROJECT COSTS REQUESTED FROM IMLS** 47 %  
(MAY NOT EXCEED 50% EXCLUDING STUDENT SUPPORT - RESEARCH PROJECTS EXCEPTED, SEE COST SHARING ON PAGE 1.7)

Have you received or requested funds for any of these project activities from another Federal agency?  
(Please check one)  Yes  No

If yes, name of agency \_\_\_\_\_

Date of application \_\_\_\_\_ or award \_\_\_\_\_ Amount requested or received \$ \_\_\_\_\_

## BUDGET JUSTIFICATION

### **College of St. Catherine Personnel**

*Project Director: Mary M Wagner, PhD* is Associate Professor and Director of the Master of Library and Information Science program. Dr. Wagner has played an integral role at the college since 1975. She has developed and taught both undergraduate and graduate coursework in information management, collection development, information resources and reference services, children and young adult services, and international librarianship. Dr. Wagner will supervise the curriculum development for the Teaching-Learning Library, as well as teach in the program. She will serve as a member of the leadership team, and oversee the internal evaluation process. Dr. Wagner plans to spend approximately 34% of her time each of the three years of the grant to assure that project objectives are met. The College of St. Catherine will cost share half of this time.

*Pauline Iacono, MLS* is Assistant Professor in the Graduate School of Library and Information Science. Ms. Iacono worked in the Public Library system in Minnesota for almost 20 years and has presented numerous workshops ranging from music cataloguing to the human aspects of library automation. Ms. Iacono will develop the curriculum and teach the technical services course, as well as work with students in their practicum rotations. She will devote 8% of her time in years 1 and 2, and 17% of her time in year 3. The College of St. Catherine will cost share half of her time in year 3.

*Geraldine King, PhD*, Assistant Professor, has served on the MLIS graduate faculty since 1992 and has worked in her field and in library education for over 40 years. She has published extensively and has been involved in the American Library Association, serving as President and member of the Board of Directors, as well as holding additional leadership positions in other organizations. Dr. King will bring her extensive knowledge of reference service, as she designs and teaches the public service course. In addition, she will also work with students as they move through their practicum rotations. Dr. King will contribute 8% of her time in years 1 and 2, and 17% of her time in year 3. The College of St. Catherine will cost share half of her time in year 3.

*Susan Dandridge Boshier, PhD* is an Associate Professor in the English department and ESL Coordinator at the College of St. Catherine. Dr. Boshier's area of specialty is second languages and culture. She has developed and taught English as a Second Language, including methods, materials, and practicum-based courses. In addition, she has conducted research in discipline-specific literacy in ESL and has been a frequent presenter on strategies to address cultural and linguistic diversity in the classroom and in testing. Dr. Boshier will research, design and teach 2 2-credit courses for non-native English-speaking students to enhance communication skills, specifically applicable to the library environment. She expects to contribute 17% of her time in all three years. The College of St. Catherine will cost share half of her time in year 3.

*Laurie Swabey, PhD* is Associate Professor and Director of the Bachelor's degree program in Interpreting at the College of St. Catherine. Dr. Swabey has an impressive background in teaching and research. She has worked with the Deaf community for over 20 years in a variety of capacities. She has taught American Sign Language (ASL) to both deaf children and parents and has developed interpreting curricula for ASL interpreters and interpreters who speak Hmong, Russian, Spanish and Somali. In addition, she is the project director for a grant awarded by the U.S. Department of Education that provides funding for establishing a regional center for Interpreting for Interpreter Education. Dr. Swabey will design and teach 2 2-credit courses in ASL for

students to increase their capacity to communicate and to better understand the needs of the deaf community and culture. She will devote 17% of her time in all three years. The College of St. Catherine will cost share half of her time in year 3.

*Spanish Faculty -TBD* A faculty member from the College of St. Catherine Spanish department will be hired to create and teach 2 2-credit courses designed to give students an introduction to the Spanish language and Latino culture. The course will be developed in year 1 of the grant and will be taught in year 3 of the grant. The estimated amount of time to develop and teach this course is 17% in years 1 and 3. The College of St. Catherine will cost share half of this time in year 3.

### **St. Paul Public Library Personnel**

*Deborah Willms, MLIS* in her role as the Training and Organizational Development Coordinator for the St. Paul Public Library, Ms. Willms manages payroll, administers the budget preparation process and coordinates staff training, development and education. She has been and will continue to be an integral member of the Leadership Team and the on-going TLL planning process and will oversee the staffing needs of the library in relation to the TLL program activities, assist in the development of the practicum rotations, and supervise the TLL Project Administrator. Ms. Willms anticipates spending 25% of her time in years 1 and 2 and 15% of her time in year 3 to TLL initiatives. The St. Paul Public Library will cost share half of her time in all three years.

### ***Library Faculty Associates (LFA)***

*James Vogt, MLS* is the Materials Selection Librarian for the St. Paul Public Library. He has 23 years of library experience and will serve as one of 5 LFAs in the Teaching-Learning Library program. He will mentor, supervise and evaluate students in his rotation area. Mr. Vogt will devote 5% of his time in year one to training and development and assist in the creation of the practicum rotations. He will also contribute 25% of his time in years 2 and 3. The St. Paul Public Library will assume all of his salary costs in year one and cost share half of his time in years 2 and 3.

*Mary Calvo, MLIS* is a Library Specialist and Trainer for the St. Paul Public Library. She has implemented orientation, training and development programs for new and existing staff. Ms. Calvo has also served as a bilingual health aide, organizing a library of patient education materials for a clinic serving migrant farm workers. Ms. Calvo will mentor, supervise and evaluate students in her rotation area and will devote 5% of her time in year one to training and development and assist in the creation of the practicum rotations. She will also contribute 25% of her time in years 2 and 3. The St. Paul Public Library will assume all of her salary costs in year one and cost share half of her time in years 2 and 3.

*Mary Margaret Sullivan, MLS* is the Branch Supervisor for the Riverview Branch of the St. Paul Public Library. Ms. Sullivan has over 20 years of library experience and currently manages the day-to-day operations of a small urban library serving a diverse population, including many new immigrants. Ms. Sullivan's fluency in the Spanish language is a valuable asset that she brings to this program. Ms. Sullivan will mentor, supervise and evaluate students in her rotation area and will devote 5% of her time in year one to training and development and assist in the creation of the practicum rotations. She will also contribute 25% of her time in years 2 and 3. The St. Paul Public Library will assume all of her salary costs in year one and cost share half of her time in years 2 and 3.

*Cassandra Carter* is a Library clerk in circulation at St. Paul Public Library. Ms. Carter brings first-hand knowledge of the circulation area to which TLL students will be exposed. Ms. Carter will mentor, supervise and evaluate students in her rotation area and will devote 5% of her time in year one to training and development and assist in the creation of the practicum rotations. She will also contribute 25% of her time in years 2 and 3. The St. Paul Public Library will assume all of her salary costs in year one and cost share half of her time in years 2 and 3.

*LFA -TBD* One additional Library Faculty Associate will be hired to complement the current team. This person will also mentor, supervise and evaluate students in his/her respective rotation area and will devote 5% in year one to training and development and assist in the creation of the practicum rotations. The LFA will also contribute 25% time in years 2 and 3. The St. Paul Public Library will assume all of the LFA's salary costs in year one and cost share half of his/her time in years 2 and 3.

*New Position: TLL Program Administrator -Gwen Dixon, MLIS* will serve as the full-time program administrator for the Teaching-Learning Library program. She is currently the Diversity Coordinator for the City of St. Paul. Her background in recruitment, marketing, management and curriculum development coupled with her experience and education in library and information science create the perfect skill set needed for this position. Ms. Dixon will serve as a member of the Leadership Team with the Project Director, Dr. Mary Wagner, and the Training and Organizational Development Coordinator, Ms. Deborah Willms. She will be responsible for recruiting students to the TLL program, developing a comprehensive faculty/staff training program addressing diversity and culture, marketing and promoting the TLL program to the community and surrounding libraries, monitoring retention of students in the program and participating in the evaluation process. Ms. Dixon will devote 100% of her time to these endeavors in all three years of the program. The St. Paul Public Library will cost share half of her salary in year 2 and three-quarters of her salary in year 3.

## **Non-Personnel**

### ***External Consultant***

Dr. Patricia Kovel-Jarboe has agreed to serve as the external evaluator for the TLL program. Dr. Kovel-Jarboe has worked in higher education, government and non-profits in the areas of planning, evaluation and organizational improvement. She will work with the Leadership Team in year one of the grant to assist in the design of outcome-based evaluation instruments and to lay the groundwork for the data collection process. In year 2, she will conduct an on-sight evaluation with faculty, LFAs and students. This process will be replicated in year 3. Dr. Kovel-Jarboe will be paid at a rate of is requested from IMLS, and the College of St. Catherine will contributed an additional

### ***Travel***

Money is required for mandatory attendance at the IMLS meeting by the Project Director and the Program Administrator in all three years. An additional \$1500 (approximately 1400 miles x .365 cents/mile) is requested for travel throughout the state in the first year of the program for marketing and recruitment. Years two and three will also require recruitment travel and in addition, faculty will be making presentations at various conferences throughout MN and the country.

### ***Materials, Supplies and Equipment***

The largest portion of the material and supplies will be incurred in the first year, due to the need to create applications, brochures in multiple languages, and additional marketing and promotional materials (i.e. advertising in ethnic newspapers, etc.). In addition, funds will be used to create evaluation instruments, surveys, course materials and reports. Printing, copying and mailing costs are included in this category, as well as an additional site license for access to the On-line Consortium of Library Catalogues (OCLC).

### ***Student Support***

A pivotal part of the TLL program is the ability to attract students from a variety of backgrounds. So as to make the program affordable to the greatest number of students, the practicum rotations will have scholarships associated with them. Based on the medical clinical rotation model, each TLL rotation will offer hands-on experience that applies directly to the learning process. As students become more adept in these areas, they may be able to more confidently provide assistance within each rotation area. Each student will receive a scholarship based on the number of hours per term that is required in the rotations. Twelve weeks of practicum rotations at 6 hours/week per student are scheduled. Thus, each student will work 72 hours/term x 3 terms. This equals a total of 216 hours per student to receive a certificate in Urban Public Library Services. At \$15/hr, each student would receive a \$3240 scholarship (\$1080 per term). The first cohort of 10 students in year 2 will require \$32,400 and the second cohort of 20 students in year 3 will need \$64,800.