

A. Finance

We affirm that HCLS has current policies and procedures in place to evaluate and record expenditures made under federally sponsored projects. A past recipient of an IMLS grant, we are experienced in the administration, management and reporting required of federal grants. Our Accounting Manager, Dorna Anderson, closely monitors grants, using industry best-practices such as checks and balances and approved accounting software (Aacpac) for budget control to account for all expenditures to ensure that they are necessary, reasonable, allocable, and allowable. The Project Literacy department that will manage this effort has established procedures for tracking and validating hours worked. These include a form that records the date and time for each instruction session, along with the topics covered and total number of hours worked. The form requires signatures, both of instructors and witnesses to its authenticity. This form is then routed to Accounting, who verifies backup documentation and dollar amount for accuracy, and also ensures the expense(s) are within compliance with the grant letter from the grantor guidelines. After all the necessary guidelines are verified, forms are forwarded to Accounts Payable for processing.

HCLS is governed by a seven-member independent Board of Trustees, and as such has its own financial system audit performed each year. We have consistently received the highest ranking for our audit over the past several years, and further affirm that we there have been no material weaknesses reported. As stated in the audit performed on June 30, 2019, auditors Cohn Reznick stated on page 41: “during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses.” Further, Cohn Reznick issued the following opinion on page 2: “In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of HCLS as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.” The URL of our most recent annual report is https://issuu.com/hoco_library/docs/hcls_ar_fy19_final, plus our latest financial statement audit is provided as Supporting Document #3.

B. External Funding

Provided below is a table listing previous current or pending support from any federal or non-federal sources of for the proposed project over the past three years.

Source	Dates	Amount	Time Commitment
N/A	N/A	N/A	N/A

The Proposed Project Director, Emma Ostendorp has the following time commitments, which are not anticipated to conflict with leading this effort.

Source	Dates	Amount	Time Commitment
HCLS Project Literacy funded by Maryland Dept of Labor	7-1-19 to 6-30-20 (current grant cycle) 7-1-20 to 6-30-21	\$260,000	70%

C. External Partnerships

HCLS will involve representatives from these groups will be invited to be part of the Advisory Workgroup: Howard County Office of Workforce Development, Maryland Skilled Immigrant Task Force, Foreign-Born Information and Referral Network (FIRN), Conexiones, Casa de Maryland. In addition, contract positions as identified in the Key Project Staff are affiliated with the Maryland Department of Labor.

Howard County Library System (HCLS) requests a \$100,000 Planning Grant to develop contextualized English language classes and strategies to support career pathways for skilled immigrants. The goal of Career Pathways for Immigrants is to develop a model for library systems nationwide that answers the primary questions, *How can a library enhance and support workforce development needs of a growing skilled immigrant population? What strategies can address barriers that are preventing many immigrants from advancing out of low-wage jobs?* This project seeks to:

- Invest in the human capital and economic advancement of immigrant professionals within communities.
- Develop best practices to assist public libraries in addressing barriers and designing language programs for a skilled immigrant workforce.
- Scale up the existing HCLS Project Literacy program to address the more specialized workforce development needs of a different population of immigrants (those that have more work skills/training) than has been traditionally served.
- Define and pilot English language instruction that integrates workforce content and needs beyond the baseline level of English competency.
- Mitigate career gaps of immigrants whose first language is not English.

HCLS has deep experience, a strong network of partners, and a built-in audience with the immigrant community through its Project Literacy initiative, which has provided basic adult English Language learning for 32 years. Following nationwide trends, the immigrant community in Howard County has seen an increase in immigrants with more professional skills than those that HCLS has traditionally served. Skilled immigrants are those who have acquired extensive education and/or occupational experience abroad. Many come to Maryland ready to work, offering benefits to local industry, including multilingualism, workplace diversity, and cultural knowledge (MD Skilled Immigrant Task Force).

This project focuses on the assets and aspirations of new Americans, and it enables HCLS to address a gap in library practice for the shifting population of immigrants with more professional skills yet who still face barriers to attain employment commensurate with those skills.

Statement of National Need

Libraries provide an important entry point to community services for new Americans, and job training is a high priority for this growing population. Research shows that immigrants are not attaining well-paying jobs at comparable rates to the native born, and that limited English proficiency is correlated with lower wages (Bernstein & Vilter, 2018). Many foreign-born workers in lower and middle skilled jobs struggle to make ends meet. In a recent Project Literacy class survey, 67 percent of students indicated they had a goal of finding a better job. The challenges of living on a low income mean limited opportunities to invest in training and to enhance prospects and career advancement. Some immigrants, given credentialing barriers and other challenges, cannot find work that uses all their training and skills.

Public library response to immigrant needs varies widely. The ALA's June 2019 white paper, *Library Programs and New Americans*, identifies current practices and programs offered by libraries to new Americans as English language acquisition, citizenship preparation, and digital literacy. The paper notes libraries services offer free and trusted services and a vital support network for new Americans, however wide variance exists in response to immigrant needs based on several factors, including budgetary constraints, shifting population, and local priorities. Some libraries focus on rudimentary English language skills and support for attaining citizenship, and some provide services for middle skilled immigrants. For example, Kansas City Public Library's English for Vocational Trades – Carpentry directly connects immigrants with English language support with a goal of passing a professional test for a career as a union carpenter. Less commonly, some libraries provide contextualized English language instruction that will lead to professional credentialing and/or

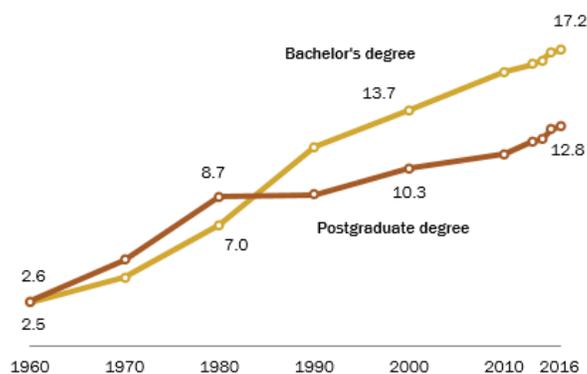
admission to higher education. The Career Pathways for Immigrants project plans to work directly in this niche—it addresses the need for best practices for libraries to develop English proficiency training that integrates workforce content beyond the baseline level of English competency or middle skilled vocational training.

In communities across the country, employers find it difficult to hire enough skilled workers for high-demand fields, such as science, information technology (IT), and engineering and finance. They may be unaware of how to connect with the many qualified, skilled immigrants already in the country (Bergson-Shilcock, A. & Witte, J., 2015). At the same time, an increased share of immigrants have attained a bachelor's degree or higher. The Migration Policy Institute report of August 2018 notes that, "economists project a shortage of 5 million U.S. workers with post-secondary education and training by the end of this decade. One-quarter of immigrant college graduates in the U.S – nearly 2 million people— are either unemployed or work in jobs that require no more than a high school degree." These qualified, skilled foreign-born workers are unemployed or earning lower wages than their native-born counterparts. Studies report this underemployment and artificially limited income ("brain waste") has significant repercussions for individual workers, their families, and our wider society (Bergson-Shilcock, A. & Witte, J., 2015). In Maryland alone, the Maryland Skilled Immigrant Task Force reports that 20 percent of the college-educated foreign-born population is underemployed or unemployed. Immigrants comprise 18 percent of the state's population and 20 percent of Howard County's population, so this represents a significant waste of human capital.

The human capital of recent immigrants to the U.S. is rising as this graph illustrates. This project serves as a model of how to position libraries to meet the challenges of these shifting demographics.

An increasing share of U.S. immigrants have a bachelor's degree or higher

% of immigrants ages 25 and older whose highest level of education is a ____, 1960-2016



Note: "Postgraduate degree" refers to those who have attained a degree higher than a bachelor's degree.

Source: Pew Research Center tabulations of 1960-2000 decennial censuses and 2010, 2013-2016 American Community Surveys (IPUMS).

PEW RESEARCH CENTER

Pew Research Center studies and US Census data project this **picture of immigrants today**:

- Comprise 13.6 percent of the U.S. population, nearly triple the share (4.7%) in 1970,
- Projected to drive future growth (adding 18 million) in the U.S. working-age population through at least 2035, and
- Thirty-one percent hold college degrees or higher, (35% in Howard County), yet
- Hourly wages remain 12 percent lower than those of American-born workers.

The collective success or failure of these citizens has a tremendous effect on the economic and social health of communities across the United States.

Building on and Scaling up Previous work in Maryland. Having been recognized as a leader in skilled immigrant and refugee integration efforts, Maryland was one of eight localities nationwide selected by World Education Services (WES) to participate in a 2018 national pilot, Skilled Immigrant Integration Program (Ardoin, 2018). WES provides credential evaluations, research, and ongoing support for international students and skilled immigrants. Maryland's involvement with this program resulted in creating an engineering *Career Pathways Guide*, drafting a 'hire skilled immigrants' document, and building the capacity of the MD Skilled Immigrant Task Force (MD SITF), an organization to which the this project's Project Manager belongs. A consortium of stakeholders, the task force seeks to leverage skills of foreign-trained professionals to meet local demand. Task Force membership consists of representatives from the Maryland Department of Human Resources, the Maryland Department of Labor, community colleges, refugee resettlement agencies, American Job Centers, the Governor's Office of Community Initiatives, and other immigrant-serving organizations. The Project Manager's participation on the MD Skilled Immigrant Task Force provides valuable information on the amount of coaching, web-based training, advising and technical assistance required to achieve the outcomes of the 2018 WES Skilled Immigrant Integration Program pilot.

In late 2018, an apprenticeship program began in Howard County to fill electrical, plumbing, and HVAC-R positions. Howard County is among a handful of jurisdictions that earned approval from the Maryland Department of Labor to use registered apprenticeships. The three apprenticeships developed in Howard County in 2019 are full-time, paid positions with benefits. Candidates in the four-year program also attend trade school for free with 144 classroom hours per year, as well as complete 2,000 on-the-job training hours, in exchange for a commitment to remain employed with the county for at least two years after the program. Howard Community College has numerous certificate programs and two apprenticeship programs for middle skilled professions, Heating, Ventilation, Air Conditioning & Refrigeration (HVACR) and Construction Management for students (MD DLLR, 2017). HCLS differentiates this planning grant project from these efforts by focusing on English language instruction for a *higher skilled* immigrant population.

In preparation for this project, HCLS conducted an informal interview with a Howard County construction employer. While acknowledging that multi-lingual management employees are very desirable because they can effectively communicate with subcontractors (a high percentage of whom are immigrants with limited English), this employer noted skilled immigrants competing with native-born job applicants of similar academic or job training credentials may not be hired for management positions if their English language skills are not strong in interviews. This interview also yielded information about the need to support newly hired immigrants who have limited English proficiency in completing forms written in English. Typical onboarding/orientation paperwork includes background checks, physicals, I-9, W-4, emergency contact, and payroll deposit forms.

HCLS will include local employers and skilled immigrants on an Advisory Workgroup to inform the project from both ends of the workforce spectrum, and will include local and state immigrant workforce services groups' such as Foreign-Born Information and Referral Network (FIRN), Conexiones, and Casa de Maryland (see SupportingDoc1) to gather a broad range of perspectives.

The importance of English skills in achieving economic success. Limited English Proficiency is a key barrier to the integration of skilled immigrants in the workforce. Numerous studies show strong correlations between English language fluency and economic success. The *Steps to Success* reports the experiences of immigrant professionals and offers recommendations for more fully utilizing their talents and training (Bergson-Shilcock, A. & Witte, J., 2015). Across the board, stronger English language skills correlated with virtually every possible measure of immigrant economic success. Immigrants who had invested in additional U.S. education were more likely to be employed and successful than those who had only received education abroad. Urban Institute's 2018 research report, "Upskilling the Immigrant Workforce to Meet Employer Demand for Skilled Workers" identified limited English proficiency as a significant barrier to education, training, and better jobs.

This project focuses on immigrant professionals, guided by the findings of the *Steps to Success* study. The message is clear: for limited English proficient immigrant professionals, investing in English language training is likely the single most powerful step an individual can take toward future employability.

HCLS has a strong background in English language learning. HCLS Project Literacy, the Library's adult basic education initiative, has 32 years of success teaching English as a Second Language, math, civics, citizenship, high school diploma preparation, workforce development, and workplace education to more than 10,000 adult students from 43 different countries. More than 90 percent of Project Literacy students are English Language Learners with no or low literacy skills, learning disabilities, and low wage or entry-level jobs. HCLS Project Literacy has established itself as a trusted and valued place where immigrants find English language instruction, support, and success in their desire to be fully employed. The established relationships and built-in audience that Project Literacy has fostered with immigrants in the community informs this project's planning strategy: to identify and focus on certain types of training and education needed to support immigrant upskilling and to leverage their unique assets. HCLS has an established network of community partners that know the importance of English language training as part of a workforce development strategy, and will include employers and skilled immigrants themselves on the Advisory Workgroup.

This effort aligns with the IMLS goal of promoting libraries as centers for learning for people of diverse cultural and socioeconomic backgrounds, as well as improving the well-being of community residents. This project also adds to the work that libraries are doing to serve new Americans more effectively, as evidenced through the American Library Association's initiative, New Americans Library Project (ALA, 2018).

Libraries have a vital role to play in addressing the Limited English Proficiency barriers for skilled immigrants by providing language skills and support so immigrants can communicate and build a successful match between themselves and local employers who need their skills. A great job opens doors to financial independence, self-sufficiency, and thriving families.

Project Design

Goals and Assumptions

The primary objectives for this year-long pilot project are divided into three phases (1) analysis/needs assessment, (2) curriculum development, and (3) piloting classes that support libraries in serving as a conduit between immigrants and employers. This project seeks to examine the role that public libraries can play in improving overall English proficiency and increasing civic participation of a shifting immigrant population. Skilled immigrants will receive contextualized instruction to pass credentialing exams in two professions.

This project tailors the lesson structure and content to each student's circumstances and spends time on individual areas of need. This customized approach is based on experience gained from Project Literacy, which routinely gets inquiries from foreign-trained professionals who have struggled in traditional classrooms with receiving help to improve specific language skills to attain a promotion and/or to pass exams for credentialing. Due to its limited resources, Project Literacy has not always been able to meet their needs. The grant responds directly to the needs of the community.

This project looks to strengthen and leverage connections with community organizations that serve immigrants, as they serve as key drivers for addressing the information needs and interests of the local communities. These organizations have pledged support, engaging their networks to promote the project and recruit participants in the pilot. The project includes forming an Advisory Workgroup composed of a cross section of perspectives from the immigrant workforce landscape, including local and state immigrant workforce development groups

such as Foreign-Born Information and Referral Network (FIRN), Conexiones, and Casa de Maryland (see SupportingDoc1). Additional members will be recruited from the community college, workforce office, churches, immigrant businesses, local employers, and skilled immigrants. This workgroup offers neutral checks and balances for the planning process, evaluates the curriculum effectiveness, and guides sound strategies for replication.

HCLS has identified potential risks, such as adults' busy lifestyles and multiple responsibilities that may provide substantial difficulty in having enough time to study. To mitigate this, HCLS plans to deliver instruction through blended and/or distance learning. The planning will include research and purchase of appropriate software for in-home study. Individual instructors/tutors will monitor progress, encourage persistence, coach, and offer timely intervention if circumstances (health, finance, marriage, children) make it difficult for participants to persist. Project Literacy has proven knowledge that limiting class sizes and using one-on-one instruction creates the most likely environment for success in learning. HCLS has established reasonable goals but will track participants gaining accreditation or making progress toward desired credentials within six months after the project's conclusion, with an eye on longer term planning goals. Those results will assist in adapting the pilot and project design to implement a multi-year project. Anticipated adaptations include the need to pilot more than two professions, recruit fewer/more participants based on local workforce needs, recruit subject experts to write curriculum or teach, and provide longer term support to enable time for students to achieve credentials and employment that is directly related to the training and new skills gained from this project.

The analysis and needs assessment process for this project looks to provide guidance to libraries interested in incorporating skilled immigrant services. Through the process of conducting a needs assessment and landscape analysis of resources, HCLS may find that some immigrant groups in the community do not require additional support or are being served well by other organizations. As libraries look for areas to expand their specialized resources for immigrants, this process can provide valuable data and a model to inform those decisions.

Project Literacy has an established link to the immigrant community, and people primarily learn about the program via word of mouth. To address the needs of other library systems that may not have such a long-term, or even any, immigrant program, HCLS will emphasize expanded outreach and collaboration efforts. The Career Navigator key staff member not only will inform the target skilled immigrant audience about the project and the pilot classes to be offered, but also will build best practices for collaboration and engagement with community organizations and stakeholders to gather data for later analysis. As an HCLS employee, the Career Navigator will be trained to be responsive to needs that community members articulate using Asset Based Community Development (ABCD), a methodology that engages directly with community groups based on their strengths and potentials. This methodology has been integrated into HCLS' new employee orientation.

Project Team

Our project team includes a wide field of experts, including those with backgrounds in library adult education and English language education, immigrant advocacy groups, and workforce development who have engaged immigrants and adult learners throughout their careers. Inclusive staffing with priorities on linguistic and cultural competencies will be prominent in job descriptions and hiring guidelines. The Project Manager, Instructional Specialist (Curriculum writer), Intake/Assessment Specialist, Information System Manager, Career Navigator, and Language Instructor form the core project team to work with a network of organizations, including Howard County's Office of Workforce Development, Howard Community College's English Language Center, Howard County Government, Maryland Department of Labor, Maryland Skilled Immigrant Task Force, Howard County Public Schools, and county refugee referral and resettlement organizations such as Casa de Maryland, Conexiones, and the Foreign-Born Information and Referral Network (FIRN).

Work Plan

The first four months of the grant period, beginning September 1, 2020 entails the community analysis and needs assessment: planning, leveraging community resources, and understanding the characteristics of the immigrant workforce including their education attainment, occupations, wages, and English proficiency through a work context. Tasks to be accomplished during this time involve:

- Recruiting key personnel (career navigator; language instructors for reading, writing, speaking, listening & English pronunciation)
- Forming the Advisory Workgroup that will meet monthly for the first four months and then bimonthly for the rest of the grant period to provide feedback and guidance
- Establishing financial processes – payment for contractual positions, outreach expenses, advertising, and supplies
- Conducting outreach and/or survey immigrant communities and/or advertise services available
- Mapping job openings to skills needed by local employers (This data will be gathered from MD Labor’s Labor Market Information and/or Mid-Maryland Workforce Development Board, among other resources)
- Creating a simple website presence to explain this project, promote classes and share findings to be publicized with county government, the chamber, and faith communities for greater reach
- Conducting a needs assessment survey

The design of the needs assessment survey intends to provide a snapshot of current skilled immigrants’ language and job skills, as well as identify barriers these immigrants experience in their own training and prospects. The Advisory Workgroup will collaborate on survey questions that will ask about salary rates, use of higher education/work training in current job, basic English proficiency evaluation in work contexts, employment at a managerial or professional level, best methods for accessing training, and awareness of job skills. The survey will be offered through community organizations, along with job fairs, churches, professional organizations, project partners’ networks, the HCLS website, and Project Literacy.

This project phase also includes mapping skilled immigrant characteristics to job training and employment opportunities. HCLS will research U.S. Department of Labor reports on job openings and employment trends, then identify necessary credentials and skills. The Project Manager will interview potential employers from their existing contacts and those of Advisory Workgroup members. These discussions will elucidate how local employers connect with skilled immigrants and how English language proficiency impacts the hiring and training process. This data will help the Project Team determine which two careers to focus on for the pilot.

Phase Two Curriculum Development considers these tasks:

- Determining the classes to support paths to the two selected careers
- Defining instructional constructs (i.e., class sizes, how delivered, self-directed or intensive one-on-one styles of instruction)
- Researching appropriate resources such as language software for blended/distance learning.
- Recruiting pilot participants
- Preparing objectives and surveys/skills tests to measure their attainment by students

After completing the first phase, the Project Team then identifies the type of certification and testing required to qualify for two careers. Further research will locate sample tests through online resources, textbooks, and test preparation materials. Community and workgroup partners may also contribute resources. The Instructional Specialist will design targeted, contextualized curriculum and consider the best delivery methods based on individual circumstances. The Project Team’s subject matter experts will review the curriculum to ensure development of relevant instructional materials. This project will consider intensive, one-on-one tutorial sessions and small class sizes for instruction, in addition to the possibility that some classes will be held outside library branches or through distance learning tools, to improve access. Project Literacy has experience with a

flexible approach and specialized support such as transportation and childcare needs to ensure the success of these various instructional scenarios.

Phase Three, which involves instruction, begins March 2021. The project proposes five hours of instruction, per week, per student for 20 weeks. The work of the MD SITF and HCLS' own research has identified five potential classes for this project to pilot for 10-15 students starting in spring of 2021:

1. TOEFL (Test of English as a Foreign Language): Preparation to pass the language test for enrollment in a U.S. college.
2. Professional and Academic English: English language instruction for those studying in universities and/or working in the U.S.
3. Workforce Preparation and English Language Instruction: Customized bridge programs to address career readiness and improve English language proficiency at the same time. Includes career explorations in specific career fields and soft skills needed for employment.
4. Workplace Digital Literacy: Basic computer skills for workforce services and tools, and technical training. This type of class might lend itself to being offered at workplaces.
5. Financial Education: Banking, managing debt, and establishing credit.

Upon registering for pilot classes, participants will identify a certification or credentialing goal. Instructors then thoroughly evaluate the student's language proficiency and design customized lessons. Instructors conduct periodic assessments of participants in the pilot classes, sharing results and the immigrant characteristics mapping to employment opportunities using Project Outcome, the website-based tool that provides resources and tools to create surveys to measure library programs effectiveness and reach. To measure language improvement, instructors will design pre- and post-tests (after 60 hours of instruction) to align assessment, content and instruction to measure the effectiveness of the lessons.

The Advisory Workgroup meets bimonthly during this time to review available project data to monitor progress and advise on the next steps. The Project Team's monthly meetings work to revise and adjust the classes based on assessments and to prepare a post survey to evaluate skills improvement. The Project Team will establish procedures to connect with immigrant participants and gather data on those who have attained credentials and/or are still in the process. They will prepare analyses and other information about the project experience from the partner, participant, and educator perspectives for the final report and/or presentation for libraries. The findings will be shared with the Advisory Workgroup to solicit input and analysis in a transparent, inclusive manner using the ABCD training that HCLS staff have completed.

What are the indicators of success?

As a planning project, measures of success will be:

- Completion of a pilot project for two professions
- 80 percent of participants showing improved proficiency in skills, measured against class objectives
- Completion of the program by 80 percent of participants
- Participants' satisfaction with classes and willingness to recommend to friends/family (post survey)
- A wait list for classes
- Participants' achievement of certification goals – for those who do not achieve this goal before the end of the project, there will be a follow-up interview six months after their exit to verify progress toward desired credentialing
- Evaluation survey of participants and stakeholders on what they learned, ways to deepen/strengthen partnerships, and if a long-term expansion of the project is of interest. Evaluation will also include a section in the final report of how the pilot project positions HCLS to seek its goal to reach a wider

audience and provide broader opportunities for participation. Initial determinations will be included in final evaluation materials concerning appropriateness of long-term expansion of the project.

Another indicator of success occurs when others connect via the web pages or through the Advisory Workgroup connections to learn more about the project and indicate interest in bringing this work to their communities. HCLS plans to have this project added to the IMPRINT PROJECT map. This interactive map showcases more than 100 programs and services around the country designed to help immigrant and refugee professionals achieve success in the United States. The map also features a data tool that displays demographic data on college-educated immigrants. (Imprint project.org) <https://www.imprintproject.org/program-map/>

Specifically, we will use the following project targets and corresponding measures listed in this table:

Goal	Performance Target	Measure of Success
Continuous learning for families and individuals with diverse backgrounds and needs Workforce and economic development	<ul style="list-style-type: none"> ▪ 10-15 skilled immigrants taking pilot classes ▪ 80% improving English proficiency ▪ 50% attaining or pursuing career credentials 	<ul style="list-style-type: none"> ▪ Analysis of Phase I needs assessment survey ▪ Post class skills test ▪ 6-month evaluation with class participants
Discovering opportunities for libraries to serve skilled immigrants better – using ABCD approach Encourage meaningful collaborations with local non-profit and community development organizations, community associations, and individual community members	<ul style="list-style-type: none"> ▪ Leverage unique assets and needs of skilled immigrants across sectors and occupations ▪ Impact of serving on Advisory workgroup for project 	<ul style="list-style-type: none"> ▪ The Advisory Workgroup members and participation levels in project ▪ Analysis of post project survey of workgroup experience ▪ Analysis of Phase I needs assessment survey
Identify trends to help organizations make informed decisions	<ul style="list-style-type: none"> ▪ Assess skilled immigrant population ▪ Impact of final report 	<ul style="list-style-type: none"> ▪ Needs assessment survey ▪ Data shared by workgroup members on their clients ▪ MD SITF reports and data from meetings
Share Best Practices	<ul style="list-style-type: none"> ▪ Develop project website pages ▪ Imprint Project map presence ▪ Library conference presentation 	<ul style="list-style-type: none"> ▪ Analytics for page views ▪ Project Outcome to measure project effectiveness ▪ Presentation acceptance
Strategic Goal: Build Capacity	<ul style="list-style-type: none"> ▪ Increase awareness of classes by immigrants ▪ Develop proposal for expanded project ▪ Impact of website and final report that facilitates decision making in libraries 	<ul style="list-style-type: none"> ▪ Tallies of contacts with immigrants through outreach plans and events (i.e., job fairs) ▪ Web site analytics ▪ Number of organizations interested in project ▪ Depth and extent of partnerships

Diversity Plan

Howard County, MD is a fast growing, increasingly diverse community of 320,000 residents, making it an ideal place to pilot workforce development projects for immigrants. Per the U.S. Census Bureau, 2013-2017, the county has a 21 percent foreign-born population, and an increase greater than a third in the population between 2010 and 2017 due to international immigration. A highly educated group, 35 percent of the foreign-born population have attained college or graduate degrees versus 30 percent for the American-born. Fifty-four percent are enrolled in college or graduate school, yet 20 percent of this group earns less than \$24,999, versus 12 percent of the American-born.

As stated in the Project Design, the skilled immigrant community representing this diversity is involved in the implementation of this project through leadership roles in the Project Team and Advisory Workgroup. For example, the Project Manager is a skilled immigrant herself, with 19 years of experience working with the diverse customers that use the Library's adult education services. The coordination across sectors, employers, education providers, and community-serving organizations for the Advisory Workgroup intends to provide as broad a perspective as possible in defining the needs of the immigrant audience, and to provide multiple ways the community can access the project through the strength of the Workgroup networks.

National Impact

Career Pathways for Immigrants adapts current adult education library practices to new immigrant audiences, incorporates evaluation and decision-making that evolves during the project, and shares the information widely through the project web presence, the ALA New Americans Library Project, Imprint Project, and Project Outcome resources. This project will inform libraries nationwide on how they can strengthen their roles, be responsive to shifting needs of new Americans, and identify classes, staff competencies, services, and partnerships to overcome key barriers to the integration of skilled immigrants into the workforce. HCLS will submit a project overview and summary of outcomes to New Americans Library Project, an initiative of the American Library Association's Public Programs Office, plus present an overview of the project in a webinar and at the 2021/2022 ALA conferences (if accepted).

The project's final report will detail how decision making evolved during the project and evaluate what worked well, what adjustments were needed, and reasons for revisions. It will include:

- Information on types of expertise and skills needed to work with immigrants effectively
- A sample survey (template) for assessing the local landscape
- An evidence-based method for developing and improving immigrant services (including examples of successful partnerships)
- Outreach and marketing approaches for different stages of implementation (e.g., a how-to guide for selecting and taking part in jobs fair events)
- An annotated bibliography of select resources, to help librarians interested in enhancing their services to immigrants

This project improves the human capital and economic advancement of immigrants, boosting economic growth. Career Pathways for Immigrants establishes practices for libraries to strengthen and contextualize English proficiency for work and career pathways so immigrants can achieve better job opportunities that match their professional and educational backgrounds. The success of this program will affect multiple generations of Americans, not just the economic self-sufficiency of the targeted skilled immigrants.

As a Community Catalyst project, Career Pathways for Immigrants draws on meaningful collaborations with local non-profit and community development organizations, community associations, and individual community members that we involve in many capacities. The project is a collaborative effort that strives to develop field-

wide best practices for public libraries in serving the unique needs of new Americans looking for employment opportunities that align with their professional backgrounds and training.

In summary, this project addresses a gap in library initiatives for upskilling immigrants for the workforce in English, career readiness, and technical training beyond rudimentary English language classes, citizenship test preparation, and conversation skills. English learning has a strong role in supporting immigrant's mobility but must support individual students with different educational backgrounds and employment experiences.

SCHEDULE OF COMPLETION																
Objectives	9/20	10/20	11/20	12/20	1/21	2/21	3/21	4/21	5/21	6/21	7/21	8/21	9/21	3/22		
COMMUNITY ANALYSIS AND NEEDS ASSESSMENT																
Hire and onboard project staff																
Identify Advisory Workgroup Members																
KickOff Meeting with Stakeholders																
Financial procedures finalized																
Finalize structure and agenda for workgroups																
Workgroup Meetings (monthly)																
Develop project Website pages																
Finalize needs analysis survey questions																
Finalize strategy for data collection																
Survey dissemination and outreach events																
Interview local employers																
Project Team meetings (monthly)																
Log and record interactions of outside interest in project																
Analyze and synthesize survey and interview data																
CURRICULUM DEVELOPMENT																
Determine classes that support career paths																
Define instructional constructs																
Write class curriculum and objectives																
Distance learning software research and testing																
Recruit pilot class participants																
Determine assessment measures for class participants																
Workgroup Meetings (bimonthly)																
Project Team meetings (monthly)																
PILOTING CLASSES																
Teach 4-5 classes																
Pre-test of students on skills																
Post-test of students on skills (after 60 hours instruction)																
Revised and adjust classes based on assessments																
Instructor survey and feedback																
Identify other careers/classes to pursue long-term																
Post survey of students																
EVALUATION AND FINAL REPORT SYNTHESIS																
Survey for workgroup members																
Prepare final report																
Update web pages with final report																
Submit material for IMPRINT PROJECT map																
Submit summary of outcomes to New Americans Library Project																
Prepare and apply for webinar/conference presentations																
6 month follow up of participants re credentials																



DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

INSTRUCTIONS

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

SECTION III: SOFTWARE

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

SECTION IV: RESEARCH DATA

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). Explain and justify any prohibitive terms or conditions of use or access, and detail how you will notify potential users about relevant terms and conditions.

Intellectual property will remain with the authors. Since this is a planning grant, we anticipate minimal, but any datasets that are submitted by others will by default belong to the submitting entity, who will grant HCLS a permanent, non-exclusive license to host the datasets with a creative common license.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

All new digital products, such as results of the Community Analysis/Needs survey will be owned by HCLS, and dissemination will be open access by default.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

All reports and formative and summative data will remove any identifying information about project participants prior to dissemination to any audience to protect the privacy of participants. Data storage and access to participant identification data will be subject HCLS Board policy, and related constraints imposed by the Project Team and the Advisory Workgroup. Additionally, data related to informed consent has unique confidentiality guidelines that will be applicable such as participants with religious affiliations who do not want to be photographed.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of

each type, and the format(s) you will use.

The primary digital products will be a Community Analysis/Needs survey results report, a Workgroup experience survey/analysis, and a final project report. This will be created in docx and pdf formats.

A.2 List the equipment, software, and supplies that you will use to create the digital content, resources, or assets, or the name of the service provider that will perform the work.

Equipment will include laptop, desktop and tablet computers, and personal mobile devices. Software will include word processor, spreadsheet and presentation types. Other resources will include collaborative environments such as One Drive, Share Point and Google Drive.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

We will be working in docx format, but final materials will be in PDF format. Any images for promotional purposes will be made available in JPEG format

Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

The evaluation will blend quantitative and qualitative data, incorporating stringent quality control procedures. All parties will take steps to ensure the strict confidentiality of all data collected. The Project Manager will oversee the workflow and product development, with support from HCLS IT staff.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

Digital assets are stored on the Library's servers with passcode protected private access. The final report and any promotional material will be made available as a PDF from the project web pages.

Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata or linked data. Specify which standards or data models you will use for the metadata structure (e.g., RDF, BIBFRAME, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

The evaluation reports will be text-based documents that contain data that will be searchable by contextual information. The use of metadata will be determined at project kick off, based on current trends, guidelines, and Advisory Workgroup agreement.

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

The evaluation reports will be text-based documents that contain data that will be searchable by contextual information. The use of metadata will be determined at project kick off, based on current trends, guidelines, and Advisory Workgroup agreement.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

The evaluation reports will be text-based documents that contain data that will be searchable by contextual information. The use of metadata will be determined at project kick off, based on current trends, guidelines, and Advisory Workgroup agreement.

Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content, delivery enabled by IIIF specifications).

The final report will be made openly available online (HCLS website pages) and not require authentication to access via standard web browsers.

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

HCLS is the lead organization for Choose Civility (choosecivility.org). We created a URL, choosecivility.org and offer booklists and resources for interested parties. An example can be found here: <http://choosecivility.org/materials-store/books/>

SECTION III: SOFTWARE

General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

N/A. No software will be created.

A.2 List other existing software that wholly or partially performs the same or similar functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

N/A. No software will be created.

Technical Information

B.1 List the programming languages, platforms, frameworks, software, or other applications you will use to create your software and explain why you chose them.

N/A. No software will be created.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

N/A. No software will be created.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

N/A. No software will be created.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

N/A. No software will be created.

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

N/A. No software will be created.

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

N/A

C.2 Identify where you will deposit the source code for the software you intend to develop:

N/A

Name of publicly accessible source code repository:

URL:

N/A

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

A.1 Identify the type(s) of data you plan to collect or generate, and the purpose or intended use(s) to which you expect them to be put. Describe the method(s) you will use, the proposed scope and scale, and the approximate dates or intervals at which you will collect or generate data.

Data collected will be a survey of immigrants in the community for the purpose of a Needs analysis. Information will be desensitized and summarized if included in the final report. Information collected from stakeholders and workgroup participants will be collected as interviews, surveys and meeting notes and will be summarized for inclusion in the project final report.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

No.

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public

release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

Pilot class participants will register using their personal contact information, but we will not be requesting and sensitive information and participants will be assigned a unique ID to protect any personally identifiable contact information.

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

The data will be collected using standard survey software such as survey monkey and analyzed and displayed using standard word processing and spreadsheet software.

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

The final report will serve as the documentation for any data sets and will include explanations of how the data was obtained, methods for analysis and use.

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

All data will be kept on the HCLS servers and preserved according to the organizations protocols for all materials

A.7 Identify where you will deposit the data:

Name of repository: HCLS VDrive

URL:

N/A

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?

This plan will be reviewed by the HCLS IT Department upon award of the grant.