

# PROGRAM INFORMATION SHEET – PAGE ONE

## 1. Applicant Information

a. Legal Name (5a from Face Sheet):

b. Organizational unit (if different from Legal Name) :

c. Organizational Unit Address

Street1:

Street2:

City:

County:

State:

Zip+4/Postal Code:

d. Web Address: http://

e. Type of Institution (Check one):

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Academic Library                                   | <input type="checkbox"/> Library Association                                | <input type="checkbox"/> School Library or School District applying on behalf of a School Library or Libraries |
| <input type="checkbox"/> Aquarium   | <input type="checkbox"/> Library Consortium                                 | <input type="checkbox"/> Science/Technology Museum   |
| <input type="checkbox"/> Arboretum/Botanical Garden                         | <input type="checkbox"/> Museum Library                                     | <input type="checkbox"/> Special Library   |
| <input type="checkbox"/> Art Museum   | <input type="checkbox"/> Museum Services Organization/ Association          | <input type="checkbox"/> Specialized Museum **   |
| <input type="checkbox"/> Children's/Youth Museum                            | <input type="checkbox"/> Native American Tribe/Native Hawaiian Organization | <input type="checkbox"/> State Library   |
| <input type="checkbox"/> Community College                                  | <input type="checkbox"/> Natural History/Anthropology Museum                | <input type="checkbox"/> State Museum Agency   |
| <input type="checkbox"/> Four-year College                                  | <input type="checkbox"/> Nature Center                                      | <input type="checkbox"/> State Museum Library  |
| <input type="checkbox"/> General Museum*                                    | <input type="checkbox"/> Planetarium  | <input type="checkbox"/> Zoo   |
| <input type="checkbox"/> Graduate School of Library and Information Science | <input type="checkbox"/> Public Library                                     | <input type="checkbox"/> Institution of higher education other than listed above                               |
| <input type="checkbox"/> Historic House/Site                                | <input type="checkbox"/> Research Library/Archives                          | <input type="checkbox"/> Other, please specify:  |
| <input type="checkbox"/> Historically Black College or University           |   |  |
| <input type="checkbox"/> History Museum                                     |   |  |

\*A museum with collections representing two or more disciplines equally (e.g., art and history)

\*\*A museum with collections limited to one narrowly defined discipline (e.g., textiles, maritime, ethnic group)

## 2. Grant Program or Grant Category

a. 21<sup>st</sup> Century Museum Professionals

b. Congressionally Directed Grants

c. Connecting to Collections: Statewide Grants

**d. Conservation Project Support**

- General Conservation Survey
- Detailed Conservation Survey
- Environmental Survey
- Environmental Improvements
- Treatment
- Training

**e. Grants for Learning Labs in Libraries and Museums**

Select Museum or Library:

- Museum
- Library

**f. Laura Bush 21<sup>st</sup> Century Librarian Program**

Select Funding Category:

- Project Grant
- Collaborative Planning Grant
- National Forum Planning Grant

Select Project Category:

- Master's-level Programs
- Doctoral-level Programs
- Research: Early Career Development
- Continuing Education
- Programs to Build Institutional Capacity
- Scholarship Continuation

**g. Museum Grants for African American History and Culture**

**h. Museums for America**

- Engaging Communities
- Building Institutional Capacity
- Collections Stewardship

**i. National Leadership Grants**

Select Museum or Library:

- Museum
- Library

Select Funding Category:

- Project Grant
- Planning Grant
- National Forum Grant

Select Project Category:

- Advancing Digital Resources
- Demonstration
- Library Museum Collaboration
- Research

**j. Native American/Native Hawaiian Library Services**

- Basic Grant only
- Basic Grant with Education/ Assessment Option
- Enhancement Grant
- Native Hawaiian Library Services

continued on next page...

# PROGRAM INFORMATION SHEET – PAGE TWO

## 2. Grant Program or Grant Category (cont'd)

### k. Native American/Native Hawaiian Museum Services

- Programming  
 Professional Development  
 Enhancement of Museum Services

### l. Sparks! Ignition Grants

Select Museum or Library:

- Museum  
 Library

## 3. Request Information

a. IMLS funds requested:

b. Cost share amount:

## 4. Museum Profile (Museum Applicants only)

- a. Is the institution either a unit of state or local government or a private not-for-profit organization that has tax-exempt status under the Internal Revenue Code and that is organized on a permanent basis for essentially educational or aesthetic purposes?  Yes  No
- b. Does the institution own or use tangible objects, whether animate or inanimate?  Yes  No
- c. Does the institution care for tangible objects whether animate or inanimate?  Yes  No
- d. Are these objects exhibited by the institution to the general public on a regular basis through facilities the institution owns or operates?  Yes  No
- e. Is the institution open and exhibiting tangible objects to the general public at least 120 days a year through facilities the institution owns or operates?  Yes  No

Institution's attendance for the 12-month period prior to the application: Onsite: \_\_\_\_\_ Offsite: \_\_\_\_\_

Year the institution was first open and exhibiting to the public: \_\_\_\_\_

Total number of days the institution was open to the public for the 12-month period prior to application: \_\_\_\_\_

- f. Does the institution employ at least one professional staff member, or the fulltime equivalent, whether paid or unpaid, who is primarily engaged in the acquisition, care, or exhibition to the public of tangible objects owned or used by the institution?  Yes  No

Number of full-time paid institution staff: \_\_\_\_\_

Number of full-time unpaid institution staff: \_\_\_\_\_

Number of part-time paid institution staff: \_\_\_\_\_

Number of part-time unpaid institution staff: \_\_\_\_\_

g.

| Fiscal year                       | Revenue/<br>Support Income | Expenses/<br>Outlays | Budget deficit<br>(if applicable)* | Budget surplus<br>(if applicable)* |
|-----------------------------------|----------------------------|----------------------|------------------------------------|------------------------------------|
| Most recently completed FY        |                            |                      |                                    |                                    |
| Second most recently completed FY |                            |                      |                                    |                                    |

\*If Institution has a budget deficit or surplus for either of the two most recently completed fiscal years, please explain the circumstances of this deficit or surplus in the Text Responses section of the application.

## 5. Project Partners

In the space below, please list the names of any organizations that are official partners in the project. All official partners must include a completed Partnership Statement Form in this package.

## 6. Native Hawaiian Organization Eligibility (Native American/Native Hawaiian Programs only)

Is the institution an eligible not-for-profit organization that primarily serves and represents Native Hawaiians (as defined in Title 20 U.S.C. Section 7517; if yes, see Proof of Eligibility requirements)?  Yes  No

# PROGRAM INFORMATION SHEET – PAGE THREE

## 7. Institutional Profile (Native American Library Services Grants only)

- a. Number of hours per week the library collection is accessible to patrons:
- b. Number of staff dedicated full-time to library operations:
- c. Number of staff with part-time library duties:
- d. Number of items in the collection (books, journals, media):
- e. Number of items checked out per year:
- f. Does library staff have access to the Internet?  Yes  No
- g. Does the library provide public access to the Internet?  Yes  No
- h. Amount of operating budget for library services in most recently completed fiscal year:
- i. Identify which of the following activities will be supported by grant funds (check all that apply):
  - Expand services for learning and access to information and educational resources.
  - Develop library services that provide all users with access to information.
  - Provide electronic and other linkages between and among all types of libraries.
  - Develop public and private partnerships with other agencies and community-based organizations.
  - Target library services to help increase the access and the ability to use information resources for individuals of diverse backgrounds, with disabilities, or with limited functional literacy or information skills.
  - Target library and information services to help increase the access and the ability to use information resources for persons having difficulty using a library, and for underserved urban and rural communities.
- j. Maintenance of Effort (check the appropriate response):
  - This year's expenditures will equal or exceed previous 12 month grant period. Maintenance of effort is assured.
  - This year's expenditures will not equal or exceed previous 12 month expenditure. Maintenance of effort is not assured.
  - Maintenance of effort does not apply.

## 8. Collection and Material Information (Conservation Project Support Grants only)

### a. Type of Collection

- Art
- Natural History
- Living Plants
- History
- Anthropology
- Living Animals

### b. Types of Materials. Use a scale from 1 (primarily affected) to 4 (minimally affected) to show which collection types are primarily affected by the project:

|                                      |  |                                     |
|--------------------------------------|--|-------------------------------------|
| aeronautics, space/airplanes         | horological (clocks)                     | photography, negatives              |
| animals, live                        | landscape features, constructed          | photography, prints                 |
| animals, preserved                   | machinery                                | physical science projects           |
| anthropologic, ethnographic          | maritime, historic ships                 | plants, live                        |
| archaeological                       | medals                                   | plants, preserved                   |
| books                                | medical, dental, health, pharmacological | sculpture, indoor                   |
| Ceramics, glass, metals, plastics    |  | sculpture, outdoor                  |
| documents, manuscripts               | military, including weapons              | textiles and costumes               |
| furniture/wooden objects             | motion picture, audiovisual              | tools                               |
| geological, mineral, paleontological | musical instruments                      | toys and dolls                      |
| historic building                    | numismatics (money)                      | transportation, excluding airplanes |
| historic sites                       | paintings                                |                                     |
|                                      | philatelic (stamps)                      | works of art on paper               |

**PLUS-NY: Empowering Voices**

## Abstract

The School of Information Studies at Syracuse University, in partnership with the Office of Library Services at the New York City Department of Education, proposes a three-year Master's in Library and Information Science program entitled, "*PLUS-NY: Empowering Voices*," to accomplish the following goals: 1) Enroll 15 participants in the program to prepare them to serve as school librarians in high-need schools within New York City; 2) Design and deliver a graduate library curriculum that enables participants to learn and demonstrate special skills and knowledge that prepare them for professional leadership and library service in high-need schools and districts; 3) Build a program of school library education focused on leadership and empowering professional and student voices that serves as a replicable, national model.

The need for this program is immediate and strong. New York City has a large percentage of high-need students whose performance critically lags that of other New York State students. In 2011, only 65.5% of students in New York City graduated after four years of high school, compared to 84.8% of students in New York State. Numerous studies have shown that highly-qualified, well-trained school librarians positively affect student learning and achievement. In high-need schools, including many of the 1700 schools in New York City, non-certified personnel are often placed in school libraries to serve as "librarians" with little or no training. As a result of the lack of qualified library media specialists in NYC, that position was listed as a teacher shortage area by the U.S. Department of Education in 2010-2011 (U.S. Dept. of Education, 2011).

This three-year program will focus on two aspects of empowering voices: **empowering student voices** by providing the participants with expertise in teaching students the essential skills and strategies of critical and creative thinking and independent learning; and **empowering librarian voices** by preparing participating librarians for the transformative leadership role that they can and should play in the education of children in high-need, urban schools and in the professional development of their colleagues. The first year will be dedicated to developing the program and recruiting New York City teachers who would like to become certified school librarians. During the second and third years, the cohort will complete all coursework, internship, and certification requirements.

The program will build a deep understanding of inquiry, information literacy, and Common Core skills as they are taught through collaboratively designed instruction and will integrate professional writing and presentation throughout the curriculum. The program will result in the following outcomes. Participants will complete their MSLIS degrees and certification in school library media, demonstrate increased knowledge and skills related to library service in high-need urban schools, report increased self-confidence in their ability to provide meaningful learning experiences and instructional leadership, demonstrate professional leadership by preparing articles, presentations, and webinars, and secure employment as a librarian in a NYC school. Furthermore, the *PLUS-NY: Empowering Voices* program will be recognized as a national model for graduate education that develops expertise in school library service and professional leadership. The program will start with a cohort of 15 students, but the program will be sustained at Syracuse for all future school library students and will be replicated by at least two other higher education institutions.

## PLUS-NY: Empowering Voices

### Introduction

*You must **be** the change you want to see in the world. – Mahatma Gandhi*

School districts across the U.S. are facing a confluence of influences that call for catalytic changes in the delivery of instruction, the learning expectations for critical thinking and literacy skills, the type of resources used, and the accountability for student achievement. The school library world is facing the additional daunting pressures of budget shortfalls that threaten elimination of positions, the constantly changing information and technology environment, the responsibility to tailor library instruction, resources and services to the individualized needs of the entire school population, and the need to reframe the school librarian role to one of instructional leadership.

Numerous studies have shown that highly-qualified, well-trained school librarians positively affect student learning and achievement (summary analysis in Kachel, 2011). The changing educational environment, however, demands a transformation in the definition of “highly-qualified” if graduate-school programs are going to prepare pre-service school librarians to **be** the change we want to see. In the very turbulence of change is embedded the unprecedented opportunity for graduate schools to prepare new school librarians to take an instructional leadership role, not only in their schools, but also in broader professional spheres, in implementing the Common Core standards, collaborating with classroom teachers to design inquiry-based instruction, developing students’ critical literacy and information literacy skills, integrating technology into teaching and learning, and designing programs and differentiating instruction for individual students, especially those who are high-need.

Building on our previous highly successful PLUS (Preparing Librarians for Urban Schools) Programs and the unique strengths of our nationally-ranked, ALA-accredited academic programs in library and information science and school library media (*U.S. News & World Report*), outstanding faculty, and rich resources, Syracuse University’s School of Information Studies, in partnership with New York City’s Department of Education, proposes this three-year project in response to *IMLS Priority: Master’s Level Programs to educate the next generation of librarians*.

The proposed PLUS-NY Program has the following goals and objectives.

**Goal 1:** Students will enroll in the **PLUS-NY: Empowering Voices** Master of Science in Library & Information Science Program at Syracuse University to obtain New York State certification as school library media specialists prepared to serve in high-need schools of New York City.

**Objective 1:** During a two-year period, a total of 15 new master’s level (MSLIS) students, focused on serving as school librarians in high-need schools within New York City, will be recruited for enrollment in Syracuse University’s master’s-level PLUS-NY program in library & information science.

**Objective 2:** Students will begin their degree program as a cohort in summer 2014 and complete their degrees in two years, with an expected graduation date of May 2016.

**Goal 2:** Students enrolled in the **PLUS-NY: Empowering Voices** master’s degree program will learn and demonstrate special skills and knowledge that prepare them for instructional leadership and library service in high-need schools and districts.

**Objective 1:** From beginning to completion of their academic program, PLUS-NY students will demonstrate essential knowledge and skills and develop their professional voices related to the needs and challenges of providing library programs, instruction, services and resources to students in high-need urban schools.

**Objective 2:** PLUS-NY students will satisfactorily complete their academic program and will demonstrate professional leadership through professional writing, presentation, and service.

**Objective 3:** Upon completion of their academic program, PLUS-NY students will demonstrate the knowledge and skills necessary for successful placement in high-need schools as demonstrated in their coursework and experiential activities throughout their program.

**Objective 4:** Upon completion of their program, PLUS-NY students will report greater confidence in their abilities to provide meaningful learning experiences and empower student voices by teaching inquiry, literacy, information fluency, technology fluency, and research skills; fostering students' creativity and communication through technology; and differentiating instruction for students with disabilities in high-need schools in New York City.

**Objective 5:** Upon completion of their program, PLUS-NY students will be placed in positions as librarians in the schools of New York City.

**Goal 3:** The **PLUS-NY: Empowering Voices** program will contribute to the development of a reconceptualized model of instructional leadership and library service by librarians and as a valuable resource for the preparation of professional librarians for high-needs urban schools for replication nationwide by focusing on empowering professional and student voices through the library.

**Objective 1:** By the end of the grant period, additional urban school districts will indicate an interest in developing a PLUS-NY program in library & information science to prepare librarians for service in their schools and for professional leadership.

**Objective 2:** Project leaders will publish articles about the PLUS-NY program in professional journals and trade publications.

**Objective 3:** Project leaders will make presentations about the PLUS-NY at national, regional, state, and local meetings and conferences.

**Objective 4:** Project leaders will disseminate information about the PLUS-NY program through an online network of school library supervisors, Web sites, newsletters and other communications channels.

### Statement of Need

The nationwide shortage of qualified school librarians is approaching crisis proportions, particularly in some areas. The 2007-2008 Schools and Staffing Survey, conducted by the U.S. Department of Education's National Center for Education Statistics, found that 39% of urban schools lack a full-time, state certified library media specialist and a third of urban schools had no certified library media specialist at all (NCES, 2007-08). While in some places, school library jobs are being lost to budget cuts, other school districts across the country have been unable to fill library media specialist jobs due to a high number of retirements.

Everhart (2000) found that the most critical shortages are occurring in urban, inner-city areas. New York City, with its almost 1700 schools, is just such a district. The U.S. Department of Education, in fact, listed Library Media Specialist as a teacher shortage area in New York City for 2011-2012 (U.S. Dept. of Education, 2011). Schools that are labeled "high-need" have many disadvantages, usually resulting from poverty, including a lack of teaching and learning resources, insufficient qualified teaching staff, and lack of special programs. Many students in such schools are considered at high risk for failure and for a number of high-risk behaviors (e.g., violence, drug addiction). According to a report on the shortfall of qualified New York educators, issued by the New York State Department of Education on December 14, 2001, low achievement among Blacks and Hispanics has been associated with the fact that high percentages of minority children are taught by under-qualified educators.

New York City has a large percentage of high-needs students whose performance critically lags that of other New York State students. In 2011, only 65.5% of students in New York City graduated after four years of high school, compared to 84.8% of students in New York State. There were noticeable gaps by ethnicity (79.3% Asian, 53.9% Hispanic, 55.3% Black, 75.6% White), students with disabilities (27.2%), and English Language Learners (39.4%). Of those four-year June 2011 graduating students, only 24.7% graduated college ready (meeting the standards for passing out of remedial coursework at CUNY institutions) (NYC Dept. of Education, 2012). The 2011 National Assessment of Educational Progress (NAEP) scores for Reading indicate an achievement gap between New York City 4<sup>th</sup> and 8<sup>th</sup> graders and students in New York State and the nation (4<sup>th</sup>

grade: NYC – 216, Nation – 220, NYS – 226; 8<sup>th</sup> grade: NYC – 254, Nation – 264, NYS – 272) (NYC DOE, 2012).

While this complex problem of lagging student achievement comes with an increased call for educators to employ higher standards as expressed in the Common Core State Standards and more challenging learning activities for motivating high-risk students, the lack of qualified, well-trained school librarians for service in high-need urban schools creates a nationwide problem that is particularly acute in New York City.

Often, non-certified personnel are placed in school libraries, particularly those in high need schools, to serve as “librarians” with little or no training. In New York City, most of the 700 elementary schools either have no library or have poorly-resourced libraries and approximately 93% of existing elementary libraries are staffed with non-certified, cluster teachers. Even middle and high school administrators complain of often having difficulty attracting highly qualified, well-trained librarians. As a result, there are far fewer library programs and services in information literacy, technology fluency, and other 21st century skills for those students who need them most.

A New York state study on the impact of school library programs on student achievement by Dr. Ruth Small found that high-needs schools with certified school librarians had significantly higher 4<sup>th</sup> grade ELA scores than those with no certified school librarian. Additionally, the study concluded that the teaching of 21<sup>st</sup> century skills by school librarians motivated students to improve their studies and to graduate at a higher rate (Small, Snyder, & Parker, 2009). Other studies in over 20 states across the country have also shown the positive impact of a school library program and a school librarian on student achievement, particularly in the area of reading and literacy (e.g., Colorado: Lance & Hofschire, 2012; Massachusetts – Baughman, 2000). Loertscher & Woolls (1999) cite a long history of research demonstrating the importance of school libraries in reading achievement. In addition, in her research Neuman (2002) found striking differences in the quality of the reading experience for children in different neighborhoods. While almost all children from middle-income neighborhoods were at or above grade level, most children from low-income communities had reading levels at or below grade level.

Neuman also found that technology exacerbated this “literacy gap.” Some researchers have noted that at-risk and low socioeconomic level students not only face a digital divide due to limited technology and Internet access in the school and home, but also a second-level digital divide caused by limited online searching skills (Hargittai, 2002). The literacy and information literacy gap is even larger for students with special needs. In New York City, 41% of the students report speaking a language other than English in the home - 168 different languages – with 14.8% of the city’s students classified as English Language Learners. In 2007-08, only 19.7% of NY public school teachers strongly agreed that they were “given the support [they] need to teach students with special needs” (NCES, 2007-08).

The proposed project seeks to extend Syracuse University’s successful PLUS (Preparing Librarians for Urban Schools) programs for recruitment and training of certified librarians to serve in urban schools, in a specially-designed program to meet the needs of professional school librarians in NYC. The educational environment is changing, with increased demands for all students to develop college and career readiness skills and increased pressures for librarians to meet higher expectations for instructional leadership in their schools or risk the closing of the school library. The strategies and techniques that research has shown to be successful in helping motivate and empower students from underserved populations to bridge the achievement gaps have been integrated into the Syracuse University School Media Program’s curriculum: promoting reading confidence and interest, developing a deep understanding of critical literacy skills, teaching children the Common Core inquiry and critical thinking skills they need to be independent learners, developing knowledge and specific strategies for addressing the needs of students with disabilities, integrating technology throughout the teaching and learning experience, fostering creativity and innovative thinking, and providing “just in time” instruction when students need it most. The faculty of Syracuse has particular expertise in motivation, inquiry, information fluency, Common Core, technology, leadership, and teaching students with disabilities.

The results from a year-end survey for school librarians in New York City, which included certified librarians and classroom teachers assigned to the library, showed three areas of need for professional

development: Common Core, technology, and instructional strategies for teaching information fluency skills. The NYC Office of Library Services, under the direction of Barbara Stripling, developed a grade-by-grade alignment of its Information Fluency Continuum and the NY Common Core Learning Standards, which makes it clear that the skills of the Common Core are very closely aligned with the continuum of skills taught by the librarian in collaboration with classroom teachers. A major focus of the proposed PLUS-NY: Empowering Voices program is on **empowering student voices** by providing the participating librarians with expertise in teaching students the essential skills and strategies of critical and creative thinking and independent learning.

The second major focus of the PLUS-NY program is **empowering librarian voices** by preparing participating librarians for the transformative leadership role that they can and should play in the education of children in high-need, urban schools and in the professional development of their colleagues. Syracuse University has a unique opportunity to develop a program of professional leadership for urban school librarians because of the experience of Barbara Stripling, the project's PI, who has been president of the American Association of School Librarians, is President-Elect of the American Library Association, and just completed seven years as Director of Library Services for the New York City Schools.

Librarians who demonstrate leadership and expertise have an impact on more than student achievement. Research in New York City schools was conducted by Syracuse University researchers to determine perceptions of various constituencies when highly qualified library media specialists were placed in their school libraries (Brown & Small, 2005). For example, principals expressed that these professionals (who had recently graduated from the Syracuse PLUS Program) were able to (1) provide more open access to a wider community through extended service hours, (2) motivate more active involvement by parents in their children's education, and (3) support students in the areas of reading achievement and research. Principals also stated that, by obtaining their master's degrees in library and information science, their librarians not only performed better but also gained new respect and credibility among the entire school staff.

The data reinforce the hypothesis that school library media specialists in large, high-need urban school districts face a range of unique issues and challenges that must be addressed in their academic programs to prepare them for this type of service. We shall build on activities that clearly demonstrate success in our previous PLUS programs, as well as the knowledge we continue to gain through our ongoing research in this area, into the design of the proposed project.

The proposed project will fund a total of 15 new students over a three-year period to complete New York State requirements for school library media specialists through Syracuse University School of Information Studies' ALA-accredited distance learning program. This program, established in 1993, combines brief, on-campus residencies with Web-based learning. It was the first program of its kind in the U.S. and has served as a model for distance programs in library & information science at other universities (e.g., University of Illinois, University of Washington). Syracuse University's nationally-ranked School Media Program and its innovative and widely copied distance learning component has a long and noteworthy record of innovative professional education that uses cutting-edge instructional and motivational techniques and technologies to teach information literacy skills integrated with the curriculum and prepares school library professionals for leadership and collaborative roles in their schools, districts and profession. It is also nationally recognized as a leader in both Web-based distance education and urban school librarianship. Its program director (and proposed project's co-PI), an award-winning full professor in the School of Information Studies and director of Syracuse University's Center for Digital Literacy, has a long and noteworthy history of successful program development for the preparation of urban school librarians. The project's PI had a 35-year successful career in school librarianship and library administration, most recently as Director of School Library Services in New York City, before joining the faculty at Syracuse.

## **Impact**

Our vision is to help alleviate the critical shortage of qualified and well-trained school library media specialists (SLMS) serving in high-need, urban school districts in the United States and to develop a new model of graduate school library education by (1) funding a pilot of 15 new school media students through our MS-

LIS distance learning program and (2) providing these students with a range of specially-designed, innovative and unique experiences to improve their capability to have an impact on the education of children in this environment and step into a transformative leadership role in their schools and district. By creating a genuine partnership with New York City's Department of Education through this project, our School Media Program is enhanced by our ability to (1) place our students in authentic fieldwork and practicum experiences, (2) expand representation of the NYC area schools through our program's Governing Council, and (3) build on knowledge already gained from our previous experiences working with high-need urban schools.

The societal benefit of this project is significant. Preparing librarians for service and instructional leadership in the unique context of high-need urban schools allows for designing and testing innovative solutions to educational problems within these schools and in the larger community. For example, teaching students to apply critical information and literacy skills in their consumption of popular media allows students to take their learning beyond the classroom and into the home.

Providing special activities that target the PLUS-NY students but are shared with the larger community will also broaden the impact of this project. For example, our students have the opportunity to work on a number of funded projects at a distance through our Center for Digital Literacy, such as S.O.S. for Information Literacy, a national database of lesson plans and teaching ideas contributed by library media specialists throughout the world (and an AASL Top 25 Teaching & Learning Web site), and *Project ENABLE*, an IMLS-funded program to develop the skills/knowledge of NY teachers and librarians for effective teaching of students with disabilities.

Furthermore, building on knowledge gained from our previous research and experiences with New York City schools will allow us to continue to develop a model graduate education program for students serving in high-need, urban districts and to share what we have learned with other graduate programs, district library supervisors, and the profession nationwide through a variety of communication vehicles.

## Project Design

The proposed project addresses a national need to develop school library media professionals for 21st century leadership in high-need, urban schools by creating a model program in New York State. The provision of scholarships to support graduate distance education in school librarianship is a key element in meeting this need. Marketing efforts will be both focused and broad, targeting current classroom teachers wishing to change careers, by publicizing the program in relevant publications, listservs, and Web sites.

Through this three-year project, 15 new students will enroll in our 36-credit, two-year MSLIS program (see Attachments: MSLIS-School Media Program Curriculum), beginning in summer 2014. Fifteen credits (42%) of tuition will be provided by Syracuse University, 3 credits of tuition will be from the student with scholarship support available through New York City's Department of Education (also providing partial travel expenses), and 18 credits of tuition (50%) is requested from IMLS. Also requested from IMLS are the additional expenses of travel to Syracuse at the beginning of the program for orientation, fees, and Blackboard distance technology training. Students will have completed an expectations agreement with their application (see Attachments: Scholarships).

In addition, a number of special activities and opportunities intended to add value to the academic program are planned, including:

- Courses taught by our nationally-ranked faculty, including Barbara Stripling, Ruth Small, Pam Berger, Marilyn Arnone, David Lankes, and Renee Franklin Hill.
- Participation in an online practicum seminar that addresses leadership and pedagogical issues relevant to serving children in high need, urban schools.
- Mentoring program pairing PLUS-NY students with outstanding practitioner mentors from previous PLUS programs working in New York City school libraries.
- Opportunities to work on relevant nationwide projects through the Center for Digital Literacy (e.g., "*Project ENABLE*"), located within the School of Information Studies at Syracuse University.
- Experiences in professional leadership integrated throughout the curriculum, including writing for professional publication and developing professional development webinars and presentations.

- “Buddy” system that pairs PLUS-NY students in New York City with other S.U. school media students to share experiences and ideas.

The proposed project will begin in summer 2013 and end in summer 2016. Placement/employment of PLUS-NY students will be tracked by NYC’s Department of Education and the School of Information Studies’ Career Placement Office. A complete list of program activities and tasks, as well as task leaders and timeline for task completion may be found in the Project Evaluation section of this proposal.

### ***Partnerships***

Recognizing the importance of school libraries in the education of children and the critical shortage of qualified and certified professionals to staff those libraries, particularly in high-need schools, the School of Information Studies at Syracuse University and the New York City Department of Education have formed a partnership to prepare graduate students via distance education for professional service in the districts’ high-need school libraries (see Partnership Statement). The School of Information Studies has a history of delivering a high-quality, ALA-accredited distance learning master’s program over the past dozen years. This distance learning program was the first program in the U.S. to combine brief, on-campus residencies with Web-based learning. This project teams the former NYC Director of Library Services who is now an Assistant Professor of Practice at Syracuse University as Principal Investigator (PI), the director of the school media program at Syracuse (co-PI) as project evaluator, and the current NYC Director of School Library Services (co-PI) as the on-site advisor. (See Attachments: Letter of Support). This partnership is multifaceted, infusing school district participation into a variety of activities, including:

- **Governing Council**. The School Media Program Governing Council, made up of faculty, students, school district representatives, and State Education Department representatives, is an advisory group that meets annually to review current activities and consult on future directions for the School Media Program. The proposed project’s co-PI, Dr. Ruth Small, is Chair of the Governing Council. The proposed project’s PI (Barbara Stripling) and co-PI and NYC director (Richard Hasenyager) will be appointed to a three-year, renewable term.
- **Mentoring Program**. The School Media Mentoring Program pairs students with active practitioners in a virtual partnership for advice and counsel on a range of issues. The proposed project’s PI and co-PIs will identify potential mentors for PLUS-NY students.
- **Fieldwork Projects and Practicum Sites**. The proposed project’s PI and co-PIs will facilitate the identification of appropriate fieldwork projects and practicum sites for PLUS-NY students.
- **Special Activities**. The proposed project includes opportunities for PLUS-NY students to work with Syracuse faculty to participate in nationally-funded projects such as *S.O.S. for Information Literacy* and *Project ENABLE*.

### ***Project Evaluation***

This project will utilize an outcome-based evaluation model as a systematic way to both manage the project and measure the extent to which the proposed project is successful in meeting its stated goals. Outcomes (or goals) are measured in terms of actual benefits to the participants (students) in the project. There are three major outcomes desired. For purposes of measurement and to further clarify the broadly stated outcomes, we have listed two or more observable indicators under each outcome. Adjacent to the indicators, we have listed the methods (data source, intervals, target) we will use to collect measurement data.

**Outcome #1: Participants will enroll in the PLUS-NY: Empowering Voices Master of Science in Library & Information Science Program at Syracuse University to obtain New York State certification as school library media specialists prepared to serve in high-need schools of New York City.**

| <b>Indicators (audience: students)</b>          | <b>Data Source</b><br>(Where data will be found) | <b>Data Intervals</b><br>(When information collected) | <b>Target</b><br>(Measure of change) |
|---|--|---|--------------------------------------|
| 1. A total of 15 new MSLIS students, focused on | -Enrollment records                              | -Annually at  | 15 targeted for spring 2014          |

serving as library media specialists in high-need schools, will enroll in a master's-level PLUS-NY program in library & information science during a two-year period beginning in spring 2014.

beginning of program (spring 2014, summer 2014)

**Outcome #2: Participants enrolled in the PLUS-NY: Empowering Voices master's degree program will learn and demonstrate special skills and knowledge that prepare them for instructional leadership and library service in high-need schools and districts.**

| Indicators (audience: students)  | Data Source  | Data Intervals                          | Target  |
|--|--|---|---|
| 1. Participants in the PLUS-NY program will demonstrate a 50% or greater increase in knowledge related to the needs and challenges of working with students and providing library resources in high-need urban schools based on pre-test/post-test comparisons.            | -Baseline test of domain knowledge (competency diagnostic instrument)<br>-Post test (same as above for comparison) | Program onset<br><br>Program completion | Participants' scores will increase by 50% or more on an equivalent form of the baseline instrument. |
| 2. Participants in the PLUS-NY program will satisfactorily complete their academic program as evidenced by 100% scoring B or higher GPA (grade point average) by the completion of their program.  | -Course grades   | End of program                          | Minimum B grade GPA by 100% in Year 1;<br>Minimum B grade GPA by 100% in Year 2                     |
| 3. Participants (75% or greater) in the PLUS-NY program will demonstrate mastery knowledge and skills necessary for successful placement & leadership in high-need urban schools as demonstrated in experiential activities throughout their program.                      | -fieldwork reports<br>-practicum assessments   | End of Yr. 1<br>End of Yr. 2            | 75% mastery   |
| 4. Participants (75% or greater) in the PLUS-NY program will report greater confidence in their abilities to provide meaningful learning experiences to students & professional leadership to colleagues in high-need urban schools in NYC by completion of their program. | -Self-report measures  | Beginning of program<br>End of program  | 75% greater confidence  |
| 5. A minimum of 75% of participants in the PLUS-NY program will seek employment in high-need urban schools in NYC upon completion of their program.  | -Follow-up interviews<br>-Career placement records   | Spring 2016<br>Fall 2016                | 75% employment in NYC   |

**Outcome #3: The profession will recognize the PLUS-NY: Empowering Voices program as a collaborative leadership model and valuable resource for replication nationwide.**

| Indicators (audience: profession)   | Data Source  | Data Intervals             | Target                               |
|---|--|----------------------------|--------------------------------------|
| 1. At least 2 other urban school districts will express interest in developing a similar program in library and information science to prepare library media specialists for service in their schools & professional leadership by the end of the grant period. | -Phone or email communications<br>-Brochure                      | Fall 2015<br>Summer 2016   | 1 by Fall 2015<br>1 by Summer 2016   |
| 2. Professional journals and trade publications will accept and publish a minimum of 3 articles on the PLUS-NY program authored by project leaders.   | -Professional journals and trade publications (print and online) | Summer 2016<br>Fall 2016   | 3 by Summer 2016                     |
| 3. Major national and state-wide library organizations will accept or invite 3 or more presentations by project leaders on the PLUS-NY program throughout the duration of the grant.  | -NYS organizations<br>-National conferences                      | Summer 2015<br>Summer 2016 | 1 by Summer 2015<br>2 by Summer 2016 |

The next table lists inputs and outputs. The inputs represent the resources available to the School of Information Studies to be used in project activities. The outputs are the expected products. We will use these numbers and product descriptions as supporting information for the outcomes.

| <b>Inputs</b> ( <i>Items dedicated to the program</i> )   | <b>Outputs</b> ( <i>Program products</i> )  |
|---|---|
| <ol style="list-style-type: none"> <li>1. Project staff (see Personnel)</li> <li>2. Clerical support</li> <li>3. Fiscal management support</li> <li>4. Computers, facilities, and materials for designers/developers of course, web, and multimedia materials.</li> <li>5. Paper stock, application software for development of Web, newsletters, etc.</li> <li>6. PLUS-NY Web site and dedicated server space (SU)</li> <li>7. Blackboard online course environment</li> <li>8. Classrooms (at Syracuse and NYC) for PLUS-NY students' use</li> <li>9. Funding               <ol style="list-style-type: none"> <li>a. IMLS grant</li> <li>b. SU Contributions</li> <li>c. NYC Dept. of Education Contributions</li> <li>d. Other Contributions</li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• 15 PLUS-NY participants fully or partially funded tuition</li> <li>• 15 new MSLIS degrees awarded with school media focus in high-need New York City schools</li> <li>• Brochure about PLUS-NY Program</li> <li>• 15 participant professional article &amp;/or presentation submissions</li> <li>• 15 participant-developed professional development webinars</li> <li>• 3 journal and trade publications</li> <li>• 3 state and national presentations</li> </ul> |

We shall use our outcome-based evaluation (OBE) plan as a way to also systematically and logically manage this project. As a result, our OBE specifies our target audience, what tasks will be performed, who will lead each task, how and when evidence will be collected, projected outputs, etc.

### **Project Resources: Personnel, Time, Budget**

#### ***Personnel***

The proposed three-year project will be led by faculty at Syracuse University with strong expertise in distance education, motivation, inquiry, library leadership and technology, working collaboratively with the New York City Department of Education to provide graduate-level, distance education in school librarianship unlike any in the U.S. Additional human and technological resources at Syracuse University and at the New York City Department of Education are available to the project team to support financial and resource management needs.

**Barbara Stripling**, Principal Investigator (PI) for the proposed project, is Assistant Professor of Practice in the School of Information Studies at Syracuse University. She recently joined the faculty after seven years as Director of Library Services for the New York City Department of Education and over 35 years as a practicing school librarian and library administrator. She is the creator of the Stripling Model of Inquiry that is being used both nationally and internationally. She is currently President-Elect of the American Library Association. Dr. Stripling will oversee the development of the proposed project, serve as coordinator on course and assignment customization, and direct the dissemination and marketing efforts.

**Ruth Villency Small**, co-PI, is Professor and Director of the School Media Program in the School of Information Studies and Director of Syracuse University's Center for Digital Literacy. Her research focuses on ways to motivate learning. She has published extensively, directed dozens of funded projects, won two national research awards (ALA, AASL) and received two major teaching awards at Syracuse University. Dr. Small will oversee project evaluation and assist with dissemination efforts.

**Richard Hasenyager**, co-PI, is the newly appointed Director of Library Services in the NYC Department of Education. Mr. Hasenyager will assist with marketing, dissemination, and evaluation efforts, advise on some special activities, and oversee the progress and job placement of the PLUS-NY students.

*Timeline*

The following table lists the activities (or tasks) that will be accomplished in the management of the project and in providing the services to the PLUS-NY program participants. The person who will take the PLUS-NY role for each activity is listed at the end of its description. Adjacent to the activity column is its related objective. The third column lists the approximate timeline for the accomplishment of each task. Finally, the actual services that will be delivered to program participants are listed in the last column. These services are not necessarily connected to the timeline or activity list but rather are the cumulative results of all activities.

| <b>Program Activities / Tasks</b> ( <i>Key activities needed to provide or manage services. PLUS-NY person(s) is indicated next to each task.</i> )  | <b>Related Goal</b> | <b>Timeline for Activities</b> | <b>Program Services</b> ( <i>Services to be delivered directly to participants.</i> )  |
|--|---------------------|--------------------------------|--|
| -Develop protocol and procedures for the provision of funding to eligible students (Stripling, Hasenyager).  | #1                  | Summer 2013                    | Full or partial funding for 15 PLUS-NY participants over 3 yrs.  |
| -Design, develop and implement targeted and broad marketing and recruitment strategies for attracting 15 new students to MSLIS-School Media Program with focus on high-need, urban school libraries (Stripling, Hasenyager).   | #1                  | Summer-Fall 2013               | Marketing materials  |
| -Target and advertise scholarships to potential candidates through professional journals, listservs, district publications, etc (Stripling, Hasenyager).   | #1                  | Summer-Fall 2013; Spring 2014  |  |
| -Design, develop, and pilot test instrument for collecting baseline knowledge of incoming MSLIS PLUS-NY students for service in high-need urban schools. (Small, Hasenyager)   | #2                  | Summer-Fall 2013; Spring 2014  | Completed development and administration of diagnostic competency instrument   |
| -Administer baseline instrument to incoming PLUS-NY students. (Small)  | #2                  | Spring 2014                    |  |
| -Work with course instructors to tailor distance learning course assignments and activities for both residencies and online learning to address special needs of high-risk schools. (Stripling)  | #2                  | Fall 2013-Spring 2016          | Tailoring of: <ul style="list-style-type: none"> <li>o Course content &amp; assignments</li> <li>o Practicum experiences</li> <li>o Fieldwork experiences</li> </ul>   |
| -Design course assignments that address empowering student and librarian voices. (Stripling, in collaboration with Syracuse faculty)   | #2                  | Fall 2013-Spring 2016          |  |
| -Identify appropriate fieldwork experiences and practicum sites and activities. (Hasenyager, Stripling)  | #2                  | Fall 2014-Spring 2016          |  |
| -Plan, schedule and execute residency experiences for each residency-based course. (Stripling, other involved faculty)   | #2                  | Fall 2013-Spring 2016          |  |
| -Design and implement special activities related to unique needs of library services, resources, programs, and leadership in high-need urban schools and districts. (Stripling)<br><u>Example:</u> Identify potential mentors (active practitioners) for PLUS-NY students. | #2                  | Spring 2014-Spring 2016        | Special opportunities designed to strengthen core skills in specialized areas <ul style="list-style-type: none"> <li>o Participation in <i>S.O.S. for Information Literacy and Project ENABLE</i></li> <li>o Development of professional articles, presentations, &amp; webinars</li> <li>o School Media Mentoring Program</li> </ul> Articles, Website, video<br>MS-LIS degree<br>Career Placement Services |
| -Document development/implementation of PLUS-NY program as model for replication. (Stripling, Hasenyager)  | #3                  | Spring 2014-Spring 2016        |  |
| -Develop articles, presentations, etc., for dissemination. (Stripling, Small)  | #3                  | Spring 2015-Summer 2016        |  |
| -Continue to develop REACH for the STARS Web site that allows PLUS-NY students to share experiences and relevant information. (Stripling with graduate assistant)  | #3                  | Spring 2014-Spring 2016        |  |
| -Implement outcome-based evaluation plan at specified intervals. (Small)   | #1, #2, #3          | Spring 2015-Spring 2016        |  |
| -Administer post-program instrument to PLUS-NY students. (Small)   | #1, #2, #3          | Spring 2015-Spring 2016        |  |
| -Disseminate information about the program, lessons learned, examples of success stories, etc. to other school library media   | #3                  | Spring 2015-Summer 2016        |  |

|   |              |                         |                           |
|---|--------------|-------------------------|---------------------------|
| programs nationwide and to the profession. (Stripling, Small)           |              |                         |                           |
| -Track placement/employment of PLUS-NY students (Stripling, Hasenyager) | #3           | Summer 2016-Fall 2016   | Career Placement Services |
| -Write interim and final project reports for IMLS ((Stripling, Small)   | All outcomes | Summer 2014, 2015, 2016 |                           |

### ***Budget and Contributions***

The budget for this project is for a three-year period. Specifics of the budget are described in the Detailed Budget, Summary Budget, and Budget Justification.

Syracuse University will offer support in the form of administrative and clerical support, academic year salary support for the PI, significant tuition support for participating PLUS-NY: Empowering Voices students and travel for teaching faculty and the PI, as detailed in the budget justification. The New York City Department of Education will provide local oversight of program implementation. Syracuse will provide NYC classroom space for the brief, face-to-face residencies and additional teaching support, including supervision of practica and fieldwork experiences.

### **Diversity Plan**

Any program focusing on urban, high-need schools serving highly-diverse communities must consider building diversity into its every facet. Syracuse University's School of Information Studies will design a recruitment effort that targets students from diverse, traditionally underserved communities (e.g., African-American, Hispanic) through focused and broad marketing initiatives via the vast networks of New York City Department of Education. The teaching staff in the New York City area is already highly diverse; recruiting from this population will help to ensure diversity to this MS-LIS program and retention in these high-needs schools once students have successfully completed their degree. PLUS-NY students will be exposed to a culturally diverse, highly interdisciplinary faculty at Syracuse University's School of Information Studies. In addition, PLUS-NY students will be placed in a wide variety of culturally-diverse, high-need urban schools for their fieldwork and practicum experiences and will be asked to make a three-year commitment to work in school libraries in New York City following completion of their academic program.

### **Communication Plan**

Information about this project will be disseminated through the many communications channels (e.g., listservs, Web sites, newsletters) of Syracuse University and the NYC Department of Education, as well as articles in professional publications, presentations at meetings and professional conferences, announcements to professional listservs, and Web sites for related special projects such as *S.O.S. for Information Literacy* and *Project ENABLE*. A project Web site, entitled *REACH for the STARS (Supporting Teaching in At-Risk Schools)* will provide update information about the project and useful information to librarians serving in high-need, urban schools. Reports, documenting the PLUS-NY Program and its activities, will be submitted to IMLS at appropriate intervals.

### **Sustainability Plan**

Syracuse University's School of Information Studies and the New York City Department of Education are committed to collaboratively continuing their support of and expanding the PLUS-NY Program through tuition reduction and staffing and by developing future professional development opportunities. Appointing a representative of the New York City Department of Education to the School Media Program's Governing Council assures ongoing participation and shared decision-making by that district with the program after the funding period ends. Organizations like Syracuse University's Center for Digital Literacy and others will continue to provide ongoing support through relevant projects and activities. The Empowering Voices prototype of school librarianship and supporting materials will be made widely available to district library supervisors through the IMLS-funded The LILEAD Project network.