

OMB No. 3137-0049

Face Sheet

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24. Sponsoring institution if applicable (e.g., municipality, state, or university)
 check if this entity will manage funds if an award is made. Name and address:

25. Is the applicant organization university controlled? yes no

26. Priority addressed in this application (check only one):

- Priority 1: Master's Level Programs
 Priority 2: Doctoral Level Programs
 Priority 3: Pre-Professional Programs
 Priority 4: Research
 Priority 5: Programs to Build Institutional Capacity
 Priority 6: Continuing Education

27. Project Title MassBLAST: Building Library Awareness and Staff for Tomorrow in Massachusetts

28. AMOUNT REQUESTED \$ 661,449

29. Amount of Matching Funds \$ 638,773

CONTINUE TO ITEM NO. 30

30. Grant Period (Starting Date) 07 / 01 / 05 — 06 / 30 / 08 (Ending Date)

31. In the space below, include names of any organizations that are official partners of the project.

University of Massachusetts Boston

32. Check governing control of applicant (select one) State Municipal County
 Private Non-Profit Tribal Government Other, please specify _____

33. Check Type of Organization (select one)

- Public Library
- Research Library/Archives
- School library or school district applying on behalf of a school library or libraries
- Museum library
- Library Association
- Academic Library
- Special Library
- Library Consortium
- State Library Agency
- Institutions of Higher Education other than listed below:
 - Graduate school of library and information science
 - Four Year College
 - Community College
- Other, please specify: _____

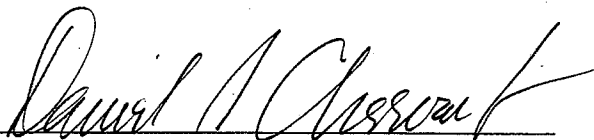
CONTINUE TO ITEM NO. 34

34. Institution Name Simmons College

35. In the space below, summarize the project activities (200 word maximum).

This project addresses the issue of recruiting librarians for the future through library internships for Massachusetts high school students. The program will focus on minorities and those who are the first in their families to attend college. The 3-year project will build on pilot internship programs at Simmons College and the University of Massachusetts Boston, to develop a curriculum that could be adapted for any library. Guidance for recruitment, funding and management of the program will be developed to complement the curriculum. The 1st year a Curriculum Specialist and Evaluator will work with both libraries to develop and document a sound and flexible curriculum. The 2nd year, eight test libraries from throughout the state, will join the project, implementing internship programs and adding input to curriculum development. All ten libraries will raise funds for intern stipends for the 3rd year, during which curriculum development and evaluation will continue. 144 high school students will participate as interns. During the two middle summers, 5 interns will work with a video producer to develop recruiting materials. During the last eighteen months, a Web Developer will work with other project staff to create a Web site for dissemination of all program materials.

36. Certification



Signature of Authorizing Official
Daniel S. Cheever, Jr., President

12/13/2004

Date

Abstract: MassBLAST: Building Library Awareness and Staff for Tomorrow in Massachusetts

Simmons College and the University of Massachusetts Boston are partners in this project, which aims, ultimately, to recruit a diverse population to the library profession in Massachusetts and throughout the country. Development and dissemination of an innovative library internship program for high school students will be the focal activity of the proposed project. Over three years, the project will build on pilot internship programs at Simmons College and the University of Massachusetts Boston, to develop a high-quality, flexible internship curriculum that can be adapted for any library. Guidance for recruitment, funding and management of an internship program will be developed to complement the curriculum. The entire program package will be made readily available on a Simmons College Web site for any library that wishes to establish its own internship program.

Librarianship is not a high profile career among high school students; many stereotypes and myths about librarians and libraries abound. Through internships introducing students to the operations of libraries, the variety of responsibilities held by librarians and the large social issues and roles of libraries, we expect to change their prior perceptions and present the idea that librarianship can be an exciting and rewarding profession. Interns in the pilot projects at Simmons and the University of Massachusetts have demonstrated a stronger awareness of libraries and a new appreciation for the profession of librarianship after completing the program. All of these interns have been members of minority groups and several will be the first in their families to attend college. The proposed project will focus on this demographic segment of the population.

During the first year of the proposed project, a Curriculum Specialist will work with librarians at Simmons College and the University of Massachusetts Boston to develop and document a sound and flexible curriculum, with eight interns participating each semester. The curriculum will include elements that will be appropriate for different types and sizes of libraries. In the second year, eight test libraries from throughout the state will join the project with a total of 64 interns. To test the effectiveness of the fundraising component of the program package, all ten participating libraries will raise funds for intern stipends for the third year. Development and evaluation of both the program package and curriculum will continue, as 64 interns participate during the third year.

Part of the program package will be a suite of recruiting materials. During two summers, five interns will work with a video producer to develop recruiting videos. The videos will highlight for other high school students the former interns' new understanding of libraries and librarians.

Throughout the project an outside evaluator will work with project staff and the participating libraries to conduct formative evaluation activities as the curriculum and supporting guidance and resources are developed. The evaluator will also carry out outcomes-based evaluation.

As an immediate result of this proposed project, 144 interns from diverse backgrounds will gain an appreciation for the roles of libraries and librarians. They will be more aware of librarianship as a profession and some may later make the choice to attend library school and become librarians. We expect that the interns will become library supporters and advocates even if they do not become librarians. Perhaps the most important result of the project, however, will be a readily available, high-quality program package that will allow any library to establish its own internship program without undue stress on budget and staff. The proliferation of internship programs will contribute substantially to the development of a future generation of librarians in Massachusetts and elsewhere.

MassBLAST: Building Library Awareness and Staff for Tomorrow in Massachusetts

This application is submitted under the IMLS program:
Librarians for the 21st Century, Priority 3, Pre-Professional Programs.

Assessment of Need and Intended Results

Recruiting and retaining a diverse professional library staff is a nationally recognized need, and Massachusetts reflects the national situation. The state is rapidly becoming more diverse, primarily as a result of immigration, which accounted for all population growth in Massachusetts in the 1990's. In the year 2000, the foreign-born population of Massachusetts accounted for 15% of the resident population, the 7th highest ratio in the nation, exceeding Texas and Arizona. In 2000 and 2001, one of every six workers in the state was a foreign-born immigrant.¹

Nationally, the Association for Library and Information Science Education reports that of master's degrees in library science awarded in the United States in 2001-2002, about 10% were awarded to blacks, Asian/Pacific Islanders, Hispanics and American Indians or Alaskan Natives.² At the Simmons College Graduate School of Library and Information Science, the only ALA-accredited degree program in Massachusetts, fewer than 4% of the graduates in the master's degree program that same year were from these minority groups. Simmons' number of enrolled students from these underrepresented groups reported for fall 2002 was 28 (excluding international students), a mere 5% of the 534 total. Positive action is urgently needed to attract minorities to careers in librarianship in Massachusetts and across the nation.

Stereotypes of librarians are widespread, which makes recruiting to the field challenging, especially among young people. In her study "Student Perceptions of Academic Librarians," Jody Fagan found that college students' "descriptions of librarians' job duties included many clerical tasks." Further, the students "are not aware of librarians' educational background and the professional character of a librarian's job."³ In a recent informal survey completed by 129 high school students, mostly minorities, who attend special programs at the University of Massachusetts Boston, the image of librarians fared no better. Only about 14% ranked "Librarian" as one of their first three choices when asked to rank a list of occupations in the order of their attractiveness. Their other choices were: Teacher, Nurse, Business Executive, Doctor, Social Worker, College Professor and Politician. Another question requested them to check off all listed tasks they associated with the work of librarians, and shelving books was the top choice, checked off by 71.5% of the students. Researching topics, loaning books and telling people to be quiet followed close behind, with somewhat over 60 % of the students checking these items. Marketing services, managing budgets and designing web pages were checked by only about 20% of the students. These findings are very similar to Fagan's. In an article that reviewed images of librarians over time,

¹ Andrew Sum and Sheila Palma, et. al., *Foreign Immigration and Its Contributions to Population and Labor Force Growth in Massachusetts and the U.S.: A Recent Assessment of 2000 Census and CPS Survey Findings*, Center for Labor Market Studies, Northeastern University, Boston, Massachusetts, December 2001, 2-3.

² Evelyn H. Daniel and Jerry D. Saye, eds., *Library and Information Science Education 2003 Statistical Report* (Oak Ridge TN: Association for Library and Information Science Education, 2003), Table II-3-a, 128.

³ Jody Fagan, "Students' Perceptions of Academic Librarians." *The Reference Librarian* 78 (2002): 139-40.

Gary Mason Church asserts that many of these images “derive from second-hand knowledge, abstract ideas of what a librarian should be, and not concrete, first-hand experience with librarians.”⁴

In order to recruit future librarians who reflect the diversity of the state, it will be necessary to raise the visibility of the profession to young people who may not otherwise be aware that librarianship exists as a challenging and rewarding career. A grant-funded pilot project at Simmons College and at the University of Massachusetts Boston has demonstrated that library internships are an effective means of introducing high school students to the roles of libraries and librarians. The internship is a very personal way of breaking down stereotypes and exposing young students to the intellectual, service and management aspects of librarians’ jobs. A sampling of quotes from interns who have completed the program thus far make this point:

Yes, I see the idea of librarianship as a career differently. It’s actually a possibility for me because I do love books and information. I never realized how important librarians really are.

Before this internship I thought as many think: librarians have uncomplicated jobs. They help people find books. This internship has helped me to understand the knowledge necessary to be a librarian and the resources needed to open and run a library.

I see being a librarian a much harder job than most people think of.

Yes, almost everything I thought about the library before the program changed on the first day of the program. There is a lot more that goes on behind the scenes in a library.

The pilot project has reached 17 high school students in its first three semesters of operation. Our proposal, MassBLAST, is for a 3-year, Massachusetts-based project that will make high-quality and accessible internship programs available to a greater number of libraries throughout the state, thereby providing more high school students with a solid understanding of the roles of libraries and librarians. Our target population will be students who are ethnic or racial minorities and/or the first in their families to attend college. These MassBLAST internships are innovative in that they move far beyond the concept of hiring high school students to perform library work. The curriculum will provide interns with a broad view of the roles of libraries and librarians, an overview of behind-the-scenes library operations, and insights into the role of technology in libraries, as well as improved skills for library research. Exposure to the library profession through ever increasing numbers of internships will greatly improve the likelihood of a proportion of interns moving on to library schools and a future in librarianship.

Developing and implementing an internship program from the ground up is, however, a labor intensive effort on the part of a library staff. Both Simmons College and the University of Massachusetts Boston have received grants for stipends for interns and for assistance in creating and carrying out pilot projects in their institutions during the 2003-04 and 2004-05 academic years.⁵ Both programs have been

⁴ Gary Mason Church, “In the Eye of the Beholder: How Librarians Have Been Viewed Over Time.” *The Reference Librarian* 78 (2002): 6.

⁵ For 2003-2004, the University of Massachusetts Boston received a Public Service Endowment grant of \$4500 from the University, which was used to launch internship programs at the Healey Library at the University of Massachusetts Boston and at Simmons College Libraries. Simmons College received an H. W. Wilson Foundation grant of \$10,000 to continue the program at both institutions in 2004-2005.

developed as 40-hour programs that take place over a ten-week period. They are innovative programs—designed to introduce interns to a broad range of library roles, operations and issues. These internships highlight the variety of responsibilities held by librarians, demonstrate the important role of technology in libraries and touch on the larger social issues in which libraries play a part. Both programs also include a component of instruction in library research and require that the interns complete a research project. At Simmons the program incorporates job placement in each of four different departments, as well as a variety of enrichment activities--guest speakers, field trips, journal-writing and a visit to an LIS class. At the University of Massachusetts Boston, the program is more project-based and has included group activities such as evaluating a library Web site and developing an acquisition list for a specific subject area. These examples demonstrate two approaches to internships that have been tailored for different library circumstances. In order to facilitate expansion of the internship program, our goal is to develop and document a flexible curriculum, along with supporting administrative guidance, documentation and other resources that will enable libraries of all kinds and sizes to fund and implement MassBLAST internship programs. This entire program package will then be available to any library from a Web site maintained by Simmons College.

Impact

By providing a high quality library internship curriculum aimed at high school students from traditionally underrepresented racial and ethnic groups and/or those who will be the first generation in their families to attend college, MassBLAST will have a substantial impact on development of a future generation of librarians in Massachusetts. The immediate impact of the proposed project will be:

- awareness on the part of interns drawn from this population that librarianship can be an exciting and rewarding career choice
- a greater awareness of the role of libraries and librarianship in schools and communities among high school students who participate in the program
- a solid understanding by interns of the behind-the-scenes operations of a library
- changes in interns' perceptions of libraries and librarianship that reflect a more accurate picture
- acquisition of new and improved skills for carrying out library research on the part of the interns
- more effective use of libraries by interns.

Throughout the course of the three-year project, 120 high school students will complete internships. The comments from interns above indicate the potential of the proposed project to change young people's perceptions of libraries and librarians. Furthermore, we have observed a ripple effect. Interns talk with friends and classmates about the program and sometimes refer friends as applicants, thereby widening the circle of awareness of libraries and librarianship beyond direct participants. Providing a slightly different twist, one of our interns said she will not become a librarian, but she plans to found a magazine when she gets out of college and now knows that she will want a librarian at her side.

In the longer term, we fully expect that the exposure to libraries and librarianship provided by the internships will result in:

- some of the interns choosing to go to library school and become librarians, thereby increasing diversity in the profession
- increased future involvement of interns with libraries, such as working in their college libraries, or becoming library trustees in their communities

- increased advocacy for libraries by interns in other ways such as supporting a campus library fee or supporting a library building project in their community.

Students who participate will be encouraged to seek jobs in their college libraries, supported by our efforts to tap into our professional networks to foster linkages wherever possible. Our project will continue to track their involvement with libraries for 6 years after they complete their internships (i.e., after the end of the IMLS grant period).

The most important goal for this project is to enable libraries in Massachusetts and across the country that are interested in recruiting a diverse population to librarianship, to implement a library internship program without having to do all the upfront work of creating and testing such a program. Products to accomplish this goal will be available on the Simmons College Web site, and will include:

- a tested curriculum that will be adaptable to local circumstances
- supplementary curriculum resources created during the project as well as links to other resources
- planning, implementation and management guidance
- model forms for various administrative aspects of the internships
- guidance and a variety of resources and materials for recruiting interns
- guidance and resources for fundraising for stipends for interns

We plan to publicize availability of this program package through the Web site, through presentations at library meetings and through library newsletters and other publications. The Massachusetts Library Association and the Massachusetts Regional Systems will provide publicity channels, as will the New England Library Association and the Association of College and Research Libraries, New England Chapter. All of these organizations have written letters of support for this project. We will also publicize availability of the program package through national media and meetings. The Web site will be maintained and enhanced by the Simmons Graduate School of Library and Information Science once the grant period has ended.

Diversity

The primary reach of this program will be to high school students who are members of racial/ethnic minorities and/or the first generation of their family to attend college. In Massachusetts there are metropolitan areas such as Boston, Worcester, New Bedford and Holyoke/Springfield with concentrated populations of racial and ethnic minorities. In addition, there are rural areas where there is a concentration of lower income, less highly educated residents, which may not include a significant racial/ethnic minority population, but who qualify for our program. We will focus on recruiting test libraries, and high school students as interns, in these varied areas of the state. All of the high school student interns in our pilot projects to date have been racial or ethnic minorities and several will also be the first in their families to attend college.

Project Methodology and Evaluation Plan

A Diversity Internship program for high school students is already in operation in the libraries at Simmons College and UMass Boston. This ten-week program in which the interns spend four hours per week in the library began in the fall of 2003. We are now in our third iteration of the program. The

proposed three-year project aims to build upon these programs, producing a comprehensive, flexible curriculum with supporting resources that can be adapted in different kinds of libraries—public, academic, large, medium and small, without the upfront development effort and time that otherwise would be required. The curriculum, administrative support materials and guidelines, and a fundraising guide for the program will be made available on a Web Site that will be maintained by the Graduate School of Library and Information Science at Simmons College. In addition, the Web site will provide guidance and a variety of materials for recruiting interns, including two videos which will be designed and produced by graduates of the internship program under the supervision of a video producer. The videos, made during six-week programs in the two middle summers of the grant, will highlight for other high school students the former interns' new understanding of libraries and librarians. Up to 5 interns will participate for 20 hours each week.

In Year 1, a curriculum specialist will work closely with librarians at the University of Massachusetts Boston and Simmons College libraries to develop and document their current diversity internship programs. This will involve 16 interns during the fall and spring semesters (eight per semester). The emphasis will be on establishing a pedagogically sound curriculum and developing a menu of modules that will be appropriate for different types and sizes of libraries. See attachments outlining the programs currently in place at both libraries. During the second semester, we will begin, with the help of the Directors of the Massachusetts Regional Library Systems, to identify eight libraries to test the curriculum in the second year of the project. We will select libraries of different sizes and types, among public and academic libraries, and in different geographic areas of the state. The curriculum specialist will begin working with the test libraries to explore variations in the curriculum that they will require for Year 2. An evaluator will work with other project staff to establish evaluation goals and methods.

In Year 2, UMass Boston and Simmons College will continue their programs along with the eight test libraries. During this year, the Curriculum Specialist and the Project Coordinator will work closely with the eight test libraries to help implement the program and enhance the curriculum. Also during Year 2, we will work with Simmons and University of Massachusetts Boston staff who have fundraising expertise to develop a guide and supporting materials that libraries will be able to use to raise the funds for stipends for the interns. During the second semester, we will work with the eight libraries, in addition to Simmons and UMass Boston, to test the effectiveness of the fundraising module, by implementing it to support internship programs in the third year of the grant.

In Year 3, UMass Boston and Simmons College and the eight test libraries will continue their programs, adjusting curriculum and refining program elements. The Project Director, the Project Coordinator, Curriculum Specialist and a Web Developer will prepare materials and a Web site to house the materials and make them available for distribution to any library. The Web site will be rich in content and easy to navigate. It will offer a curriculum with many options for different types and sizes of libraries and will provide a variety of supporting resources. Recognizing that Simmons is in a unique position, with a library school on site offering a wide range of educational events and opportunities, we will explore the possibility of providing selected presentations of LIS classes and events on the Web site for the benefit of other libraries operating internship programs. Other resources will include intern recruitment guidance and materials, among which will be the short videos created by former interns. Model application forms, parental approval forms and program evaluation forms and processes will be available on the Web site. Management and administrative guidance ranging from how to pay stipends to how to deal with behavior and attendance issues will be part of the package. A fundraising module will be included, because most libraries will need to raise funds for intern stipends. Guidance and ideas for fundraising and models for solicitation letters and face-to-face approaches will be part of that module. The Graduate School of Library and Information Science will take responsibility for hosting and maintaining the Web site after the project is complete.

The evaluator will carry out both formative and outcomes-based evaluation activities. It is our intention to track the library involvement of all interns who have participated in the program during these 3 years for an additional 6 years. The Graduate School of Library and Information Science at Simmons College will take responsibility for tracking former interns when the 3-year project is completed. Tracking will be accomplished by creating a newsletter, possibly electronic, to keep former interns up to date on the program and offering incentives such as a drawing for prizes for responders to an annual survey update.

Goodman Research Group, Inc. (GRG), a research company in Cambridge, MA that specializes in the evaluation of educational programs, services, and materials, will serve as external evaluator of three-year MassBLAST project. GRG will design a comprehensive project evaluation to help shape the curriculum the first two and a half years (formative evaluation), and will assess outcomes for participating high school students and librarians during years two and three (outcomes based evaluation).

Formative Evaluation

The formative evaluation will be designed to obtain information that will support and guide the curriculum specialist as she/he collaborates with the library programs at Simmons College and UMB to produce a new library internship curriculum based upon their two existing programs. GRG will also conduct formative evaluation of the Web site. GRG will assess the usefulness, appeal, and comprehension of these various components of the project. In particular, GRG will focus on the extent to which the evolving materials succeed at meeting the goals set forth by the developers – to create a simple, easy-to-use, high-quality program that can be adapted to various types of libraries.

***Formative evaluation* questions:**

1. Which aspects of the MassBLAST project (including materials) are successful or problematic in engaging high school students? How can it be improved?
2. In what ways does the internship motivate students?
3. To what extent do users (students and librarians) find the materials useful?
4. How successful is the collaborative materials development process?
5. What are effective strategies for replication of MassBLAST at additional libraries in Massachusetts and eventually across the country?

Year 1

GRG staff will review existing curriculum and data collected to date. The GRG project manager will attend selected strategic planning meetings and will advise project staff on developing or refining a logic model for the project, enabling GRG to determine intended outcomes for the project and finalize the evaluation plan. GRG will document project activities, including summer video production sessions in which recruitment materials are developed and meetings in which fundraising materials are developed. GRG will advise the curriculum specialist in developing feedback forms for use with librarians in Years 1 and 2. Finally, GRG will develop pre- and post-test surveys for high school students. The instruments will be piloted with the 16 students who participate in the program in Year 1 and will be used with all participating students in Years 2 and 3.

Year 2

GRG will continue to attend selected meetings and document and provide guidance to the curriculum development process. During the fall and spring of Year 2, GRG will collect pre- and post-test data from all participating students at the 8 test libraries as well as students who participate at Simmons and UMB. At the end of the internships (both semesters), GRG will collect survey data from all librarians who participate in each of the 8 test libraries and at Simmons and UMB. The surveys will allow librarians (and students) to provide in-depth information about the effectiveness of the curriculum and ways in which it could be strengthened. We will also conduct follow-up phone interviews with each librarian to gain an even more comprehensive understanding of strengths and weaknesses of the curriculum.

During the fall of Year 2 only, GRG will also conduct site visits and observe the curriculum in action with a subsample of the 8 test sites (e.g., 2-3 libraries), as well as the two original sites (Simmons and UMB) during the 10-week program. The data collected from students and librarians will help inform the further development of the curriculum and will also be used to measure outcomes (more about outcomes under next section of the evaluation plan).

Year 3

GRG will continue to attend meetings and document the curriculum development process. GRG will conduct formative testing of the Web site, inviting local librarians to visit an early prototype of it. After spending a predetermined amount of time on the site they will link to a survey in which they will provide feedback about usability, comprehension, and overall effectiveness of the site. Librarians who participate in the project during the three years will also be asked to provide feedback about the Web site in Year 3.

Outcome Evaluation

Although the materials and curriculum for the diversity internship program will be developed throughout the three years of the project, GRG plans to begin collecting data for the outcome evaluation beginning in Year 2. All high school students who participate in the internship program in Years 2 and 3 will be part of the outcome evaluation (n=128 students). GRG also plans to collect data from a control group of students (in Year 3 only), who will come from the same communities as the participating students. During the 10-week program in the fall of Year 2 only, GRG will conduct site visits and observe the curriculum in action with a subsample of the 8 test sites (e.g., 2-3 libraries), as well as the two original sites (Simmons and UMB). All students who participate in the evaluation during these two years of the outcome evaluation (including the control group in Year 3) will complete pre-test and post-test surveys, enabling us to measure any change in areas of relevance to this project (e.g., attitudes, interest, mastery of skills). In Year 3, GRG also plans to send a brief follow-up survey to all 64 students from Year 2 to find out what longer term impacts their participation in the project has had on their attitudes, interests, behaviors, and plans.

As described in the formative evaluation section, GRG will collect data (via surveys and follow-up phone interviews) from the key librarians in each of the participating libraries (Years 2 and 3). Some of the questions asked during interviews and on the surveys will be outcomes-based.

In Years 1 and 2, GRG will assess the fundraising and recruitment components of the project via phone interviews with librarians and/or students who participate in developing the materials. These interviews will enable us to track successes and challenges of these components, as well as the extent to which the final products are perceived as potentially useful. Our interviews with librarians in Year 3 of the project will also provide a way for us to explore perceptions about the success of these components.

Corresponding to final project goals, specific evaluation activities will be designed to answer the following *outcomes research* questions:

1. What benefits do participating librarians and students report? What are librarians' perceptions about the project's success (e.g., curriculum development process, final curriculum, other materials) and how it can be improved?
2. Do participating students indicate changes in interest in related careers (e.g., becoming a librarian) and/or in behaviors (e.g., amount of time spent using library resources)?
3. To what extent do participating students master library skills and concepts? Are there changes in their awareness of the importance of libraries and librarianship? In their attitudes about librarianship?

4. What lessons can be learned from implementation at the test libraries that can be applied to replication of the curriculum in future iterations? [See attachment for a more detailed evaluation plan, including organizational capabilities and reporting.]

Project Resources: Budget; Personnel; Management Plan

Budget

The budget includes cost share from Simmons College and UMass Boston, as a partner, to cover 50% of the cost of the project. In addition, staff time will be contributed by the test libraries as they implement internships, and that is **not** included in the budget. Intern stipends for the third year will be generated by libraries participating in the project as part of the test effort for the fundraising portion of the program package.

Travel funding is included for the work that the Project Coordinator and Curriculum Specialist will be doing with the test libraries, some of which will be located in the western part of Massachusetts. More travel will occur in the second and third years while test libraries are carrying out their internships.

Salaries and benefits are included for personnel who will be hired for the entire grant period—the Project Coordinator and the Curriculum Specialist. They will have the primary responsibility for developing and documenting the curriculum and developing the program package. A Video Producer will be hired to work for six weeks during 2 summer sessions with interns and we have budgeted 50 hours of additional time for follow-up work needed to complete the video presentation each summer. The Web Developer will be hired to work on the project during the last half of the second year and will continue through the third year.

The Project Director will provide one-third of her time overseeing the entire project as a cost share contribution of Simmons College. Other Simmons College staff will contribute time and expertise to the project, as indicated in the budget.

Staff at the University of Massachusetts Boston will contribute time and expertise to operating an internship program over the course of the 3-year project and to developing the program package.

Personnel

Personnel will include Doris Ann Sweet as the Project Director, and Mary McGowan as Project Coordinator; their resumes are attached. Ms. Sweet has over 30 years of public service and management experience in libraries, including management of professional staff. She also has been Chair of the Academic Libraries Section of the New England Library Association and President of the Association of College and Research Libraries, New England Chapter, and is currently serving as Chair of the Machine Assisted Reference Section of the Reference and User Services Association of the American Library Association. Ms. Sweet has overseen the development of the Diversity Internship pilot project at Simmons and is currently overseeing a grant from the H. W. Wilson Foundation. In April 2005 she will be a presenter on a panel on the topic of recruiting future librarians at the ACRL National Conference.

Mary McGowan has over 30 years experience as a reference and instruction librarian. As well, she has 11 years of experience connecting girls with women scientists to create an interest in science as a career. Ms McGowan is Co-Founder and a Board Member of Science Club for Girls, an after-school program for girls and young women in grades k-12 in the Cambridge, Massachusetts Public Schools. The clubs, which are run by women scientists, provide mentoring for girls in the context of a shared experience doing fun hands-on science. The Club has a special focus on meeting the needs of minority girls. Ms. McGowan has helped oversee the growth of the program from 40 girls and 4 scientists in one school in the first year

to 263 girls and 72 scientists in six schools in the most recent year. In addition, she has a master's degree in film and has worked on teams producing documentaries for the PBS series "The American Experience", Blackside, Inc, and local Boston television stations. Last summer she was the Science Club board supervisor for a video which was created by five middle and high school young women under the guidance of a WGBH-TV producer. For the 2004-5 academic year, Ms McGowan is the Diversity Internship Coordinator for the Diversity Internship Program at Simmons College.

Library personnel at both Simmons College and the University of Massachusetts Boston have experience in working with interns through the pilot projects. They will continue the internship programs at their institutions and their experience and expertise will contribute to curriculum development. George Hart, Advancement, Outreach and Special Projects Librarian at the University of Massachusetts Boston, will coordinate project work at that institution.

Denise Davis, Assistant Dean for Admission and Recruitment at the Simmons Graduate School of Library and Information Science, will coordinate all project activities involving faculty, students and other resources of the school.

Goodman Research Group, Inc., of Cambridge, MA, has extensive experience in evaluating curriculum development projects in the fields of informal and formal education. The group will conduct both formative evaluation and outcomes-based evaluation for the project.

Searches will be conducted to hire a Curriculum Specialist, a Video Producer and a Web Developer for the project.

Management Plan

The Project Director will have overall responsibility for overseeing the project and will coordinate meetings with and participation of the Executive Board and the Advisory Board. She will work closely with the Project Coordinator who will report to her. The Curriculum Specialist and other project personnel will report to the Project Coordinator and work closely with her.

An Executive Board will be formed to provide program direction and oversight, including approving policies and resolving problems related to program operation and policy. This board will consist of Daphne Harrington, Director of the Simmons College Libraries, and not more than 6 additional individuals with expertise in areas such as finance, evaluation and working with teen-age children. The Executive Board will meet at least monthly with the Project Director and other staff as appropriate. The Executive Board will approve all staff hired for the project and will provide general oversight for the budget.

A larger Advisory Board will consist of representatives of professional library associations, the Massachusetts Regional Library Systems, test libraries and other interested constituencies. This Board will have a maximum of 20 members and will meet twice each year to receive reports and provide feedback on the project.

Dissemination

The program package will be available on a Web site maintained by Simmons College. A Web Developer hired in the last half of the project will work with other project staff to develop a site that is rich in content and easy to navigate. The Web site will be publicized to and with the aid of professional library associations such as the Massachusetts Library Association, the New England Library Association and the Association of College and Research Libraries, New England Chapter. These organizations have newsletters, Web sites and conferences through which information about the internship program package can be publicized. We will make presentations to groups such as these and provide materials for Web sites, and press copy for newsletters. We will seek out other local, regional and national opportunities, such as ALA and ALA divisional conferences and national library media for presentations and submission of written material. Local and regional organizations could include trustee associations, library consortia and state library associations.

Sustainability

The program package will be designed to provide libraries with soup-to-nuts guidance and resources for establishing their own diversity internship programs, with minimal strain on their own personnel and financial resources. Librarians will find guidance and resources to support all aspects of a program, from financing intern stipends, to recruiting interns, to establishing the content of the internships, to managing, administering and evaluating the program. At the end of the grant period, the Web site will continue to be maintained and regularly updated by the Simmons College Graduate School of Library and Information Science. Denise Davis, the Assistant Dean for Admission and Recruitment, will coordinate the Simmons Graduate School of Library and Information Science participation in the project before and after completion of the grant program period. She will also oversee the follow-up tracking of library involvement of interns.