

In response to the Institute of Museum and Library Services Laura Bush 21st Century Librarian Program grant opportunity, under the Community Anchor and Pre-Professional categories, Brooklyn Public Library (BPL) proposes to launch Librarians of Tomorrow (LoT), an internship program for teens interested in learning about library and information services through meaningful hands-on work experience at BPL's 59 branches and in its programmatic and administrative departments. A project grant of \$497,679 from IMLS would allow BPL to engage 170 teen interns, ages 16-18, from backgrounds under-represented in the library field and 30-50 BPL librarian and staff mentors over a three-year project period from July 1, 2017 through June 30, 2020.

Lack of diversity in the library workforce, especially among librarians, is a major challenge nationally with only 12% of librarians being persons of color. While 38% of BPL's librarians are persons of color, the Library still must do better to fully reflect the borough's demographics. In addition to creating a diverse workforce, a top BPL priority is to invest in Brooklyn's young people and provide programs and resources that support teens as they transition from high school to college and employment. This work is especially important for youth from low-income communities who lack opportunities that many of their more affluent peers may have to gain work experience, build valuable skills and network with professionals. By fostering interest in library and information sciences amongst high school students, BPL hopes to encourage young people to pursue a master's degree and career in library science. As a community anchor institution in neighborhoods throughout Brooklyn BPL is committed to providing services that address the needs and interests of the borough's 2.6 million residents, while also creating opportunities that build the capacity of librarians to better serve their communities.

LoT is a three-tiered, sequential paid internship program that includes a six-month school-year program (Tier 1), a two-month summer program (Tier 2) and a nine-month peer-leadership program (Tier 3). The goals of BPL's LoT teen internship program are: 1) Diversify the library workforce to better represent BPL's community demographics; 2) Expand awareness of librarianship and its different career paths; 3) Build capacity of mentors to support and supervise teens; 4) Strengthen BPL's role as a community anchor meeting the needs and interests of its diverse patron-base; and 5) Create an internship and mentorship program that can be replicated at library systems of all sizes nationally. Interns will be supported by a mentor and learn about the roles and responsibilities of librarians working in a wide cross-section of BPL departments including Youth & Family Services, Adult Learning, Special Collections including Archives, Programs & Exhibitions, Outreach Services, Strategic Planning, Information Technology and Marketing & Communications. Mentors will receive professional development trainings focused on effectively managing and supporting interns, and will be provided continuous support from project staff and peers.

To address the considerable lag-time between a high school internship and pursuing an education in library science, college awareness and preparation will be an important component of LoT, helping interns realize the career possibilities available to them and understand the steps they need to take to achieve their professional goals. BPL will partner with Pratt Institute's School of Information to facilitate workshops on digital literacies that build upon teen information behaviors and facilitate enrichments activities that expose interns to library science graduate programs and students. Brooklyn College's Magner Career Center and academic library will build college awareness among interns and expose them to careers available in academic libraries.

Project outcomes include: 1) 170 interns will gain insights into the array of career opportunities available for librarians; 2) 80% of interns build leadership, communication and work/college readiness skills, while building professional relationships; 3) 70% of interns stay engaged with BPL and library service through employment, volunteering and patronage; 4) a greater number of young people from diverse backgrounds consider education and employment in the library and information science field; 5) 80% of librarians build their capacity to serve as mentors for teens and become more engaged in the profession and their communities, while developing leadership skills that will enhance their careers; and 6) library systems nationally will have tools to launch and support meaningful teen internship programs. By expanding the number of librarians from traditionally underrepresented populations, libraries will be able to provide a broader range of library services enhanced by the skills, interests and experiences of a more diverse workforce that meet the needs and interests of all communities. Through LoT BPL will not only prepare young people for future careers in library service and increase future workforce diversity, but it will also build the capacity of current library staff to serve as mentors and advocates.

Brooklyn Public Library (BPL) seeks to launch the Librarians of Tomorrow (LoT) internship program to engage teens in learning about library and information services through meaningful hands-on work experience at BPL's 59 branches and in its programmatic and administrative departments. This three-year Community Anchor project will foster interest among 170 young people from backgrounds underrepresented in the library field providing valuable tools and knowledge to help teens stay connected with library service and prepare for an education in library and information science, resulting in establishing careers in the library and information sciences field.

1. Statement of Need

Addressing Field-Wide Needs & Challenges: As libraries strive to rethink their service models to keep pace with 21st century needs, they must also look at their workforce and make efforts to ensure that librarians reflect the demographics of the communities in which they serve. Traditionally the library profession has been dominated by white female librarians. American Library Association (ALA)'s 2012 Diversity Counts report, which provides data for 2009-10, shows that of the 118,666 credentialed librarians in the U.S. only 5.2% are African American; 3.7% are other races; and 3% are Latino. Eighty-eight percent of librarians are white and nearly 83% are female. Less than 4% of librarians have a disability. BPL has a diverse workforce exceeding national norms but still is not fully reflective of Brooklyn's demographics: 20% of librarians are African American (35% of Brooklyn population), 12% are Asian (same as percentage of Brooklynites), 2.5% are Latino (20% of Brooklynites) and 3.5% are two or more races; 32% are male. A challenge to recruitment begins with gaining an initial interest in the work of librarians and continues through graduation with a Masters in Library Science (MLS) degree. BPL seeks to improve its work at the onset of the pipeline by creating a paid internship program that will engage teens in the many facets of librarianship while simultaneously providing a roadmap to attaining a MLS and employment in the library science field. Through these efforts BPL will create a model that can be replicated or adapted by libraries nationally.

To address the challenge of increasing library usage amongst teens BPL offers internship and volunteer programs including Today's Teens, Tomorrow's Techies (T4), BCAPteen Creative Leadership Project, the Bklyn Youth Council and the soon to be launched BKLYN Link Fellowship program. These programs offer in-depth opportunities for engagement and skill development in areas including technology, digital media, project management, leadership and communication. In Brooklyn nearly 29% of youth under the age of 18 live in households with incomes below the federal poverty level (U.S. Census, 2015). The unemployment rate for NYC youth ages 16-19 is 41% (U.S. Census 2013). The City's Summer Youth Employment Program is so popular that in 2013 slots were only available for 43% of applicants with nearly 80,000 youth turned away. As of July 2016 the Department of Labor reported that youth unemployment (ages 16-24) nationally was 11.5% (12% for young men, 20.6% for African Americans). As stated in the July 5, 2016 *New York Times* Op-Ed piece by Darren Walker, President of the Ford Foundation, teens, especially those from disadvantaged communities, need opportunities to explore career paths, learn new skills and network with professionals, colleges and peers.

As a community anchor BPL must provide services that address the needs and interests of all Brooklynites, while also creating opportunities that build the capacity of librarians to better serve their communities. In summer 2016 BPL's Strategic Planning department held a series of idea galleries at branches throughout the borough to find out the types of projects and organizational goals staff members support. The initiative that staff felt was most important was teen training programs. Through the LoT program BPL seeks to solidify its investment in youth and staff by offering educational teen internships as a core Library program and engaging librarians and staff with a strong interest in supporting teens as mentors.

Intended Audience: LoT will target promising teens, ages 16-18, enrolled in NYC high schools. Emphasis will be placed on attracting teens from groups underrepresented in the library field which includes males, persons of color; people with disabilities, speakers of other languages and individuals from the LGBTQ community. Based on the demographics of teens enrolled in BPL's other programs, it's anticipated that identifying teens representing these groups will not pose a challenge.

Relationship to Similar Projects: In September 2009, with Institute of Museum and Library Services' (IMLS) funding from the Laura Bush 21st Century Librarian grant program, BPL launched its three-year Multicultural

Internship Program (MIP) with the goal of introducing high school students from diverse ethnic, linguistic and cultural backgrounds to the opportunities available to library professionals, while helping to make BPL's branches welcoming and engaging spaces for immigrant populations. Over three years MIP served 157 teens providing interns 200 hours of library service and educational activities including workshops on customer service, cultural awareness and college readiness. After their internship was over many MIP interns enrolled in college and are pursuing degrees including engineering, medicine and special education. Others became employed at BPL working as clerical and technology resource specialists.

Beyond BPL, libraries nationally have been working to improve diversity among library professionals. The Association of Research Libraries has partnered with groups including the Music Library Association and the Society of American Archivists to recruit and support graduate students from underrepresented backgrounds through financial assistance, hands-on work experience, mentorships and other support. ALA has its Spectrum Scholarship Program, which recruits and provides scholarships to persons of color. Colleges and universities have also created programs to promote diversity including the University of California's Emerging Archival Scholars Program which recruits minority students into doctoral programs focused on archival education.

BPL seeks to build off its past success with MIP and utilize best practices from its current teen internship and volunteer programs as well as employment programs led by other library systems and non-profit organizations. For example the Free Library of Philadelphia employs Teen Leadership Assistants for its Literacy Enrichment After-School Program (LEAP) and Hennepin County Library (MN) has several teen employment programs including the Teen Tech Squad. These programs provide work experience and include rigorous youth training components. BPL's proposed internship program will have a broader focus than MIP and will allow interns to become immersed in a greater number of BPL departments and initiatives including: Outreach Services, established in 2013 to improve services for immigrants, older adults and transitional populations including those experiencing homelessness and the incarcerated and formerly incarcerated; and Strategic Planning, created in 2012 to focus on patron engagement initiatives, collaborations with City agencies and NYC's two other library systems, and innovative system-wide and technology projects.

Among new areas of focus, the LoT program will emphasize track-based peer networks enabling interns to connect with one another to share their experiences and learn new information and skills. There will also be three-tiered levels of internships allowing teens to build their skills over two school-years, deepening their relationship with BPL and library service. Teens will be paid a greater stipend amount than previous MIP interns to ensure an equitable opportunity for all, eliminating barriers that might prevent low-income teens from participating in the program. LoT will target teens ages 16-18 (MIP targeted youth ages 14-18) engaging them as they begin thinking about and planning for life after high school. Mentor training and support will be expanded to offer regular opportunities that support meaningful mentor-intern relationships and experiences. BPL will also collaborate closely with library science graduate programs, including Pratt Institute, to provide interns with a roadmap and resources for pursuing a MLS and starting their careers. Outcome tracking for LoT will be comprehensive and continue beyond the completion of the program ensuring that BPL is able to assess the educational and career-paths of alumni.

BPL is well positioned to launch LoT due to its successful roster of teen programs and relationships with youth-serving organizations. BPL is a member of several groups focused on teen programming and youth development including: the Career Internship Network (CIN), providing a community of practice for NYC organizations offering high school internships; HIVE NYC Learning Network, a collaborative of more than 80 non-profit organizations including cultural and educational institutions; and the NYC Museum Educators Roundtable's Internship Supervisors Peer Group. BPL is a recognized leader in innovative library services. In April 2016, BPL was one of five public libraries to be awarded the IMLS National Medal for Museum and Library Service, the nation's highest honor for museum and libraries. BPL earned this prestigious award in recognition of its vital role as a community anchor and its ongoing efforts to serve Brooklyn's most vulnerable populations. BPL has a track record of launching new initiatives that have become central to the Library's programming, and sharing these program successes with library systems nationally helping others improve and expand services. An example is BKLYN Incubator, a staff and community engagement project which BPL has continued and expanded beyond the initial

one-year IMLS grant by securing new funding and committing significant operational resources. BPL promoted its BKLYN Incubator during the 2016 ALA Annual conference and created an online toolkit accessible to library systems and other interested parties via BPL’s website (bklynlibrary.org/incubator-submissions/toolkit).

2. Project Design

LoT is a three-tiered, sequential internship program that introduces teens to the diverse roles of librarianship while teaching valuable skills and knowledge that will support youth as they transition to college and careers. Goals are:

- 1) Diversify the library workforce to better represent BPL’s community demographics;
- 2) Expand awareness of librarianship and its different career paths;
- 3) Build capacity of mentors to support and supervise teens;
- 4) Strengthen BPL’s role as a community anchor meeting the needs and interests of its diverse patron-base; and
- 5) Create an internship and mentorship program that can be replicated at library systems of all sizes nationally.

Outcomes are as follows:

- 1) Interns gain insights into the array of career opportunities available for librarians;
- 2) Interns build leadership, communication and work/college readiness skills, while building professional relationships;
- 3) Interns stay engaged with BPL and library service through employment, volunteering and patronage;
- 4) A greater number of young people from diverse backgrounds consider education and employment in the library and information science field;
- 5) Librarians build their capacity to serve as mentors for teens and become more engaged in the profession and their communities, while developing leadership skills that will enhance their careers; and
- 6) Library systems will have tools to launch and support meaningful teen internship programs.

The assumptions of the LoT program are that teens from backgrounds and cultures underrepresented as librarians will become deeply interested in librarianship and be motivated to stay connected with BPL and pursue a library science education, leading to careers in the field. During internships students will be assigned a mentor and learn about the roles and responsibilities of librarians working in a range of BPL departments including Youth & Family Services, Adult Learning, Business & Career, the Brooklyn Collection (archives), Marketing & Communications, Special Collections, Programs & Exhibitions, Outreach Services, Strategic Planning and Information Technology.

| | # Teens Served | Duration | Activities | |
|---------|---|--|---|--|
| Tier 1 | 60 in Year 1, 55 in Years 2 & 3 (Total 170) | Jan – June, 135 hours (35 hours training & 100 hours of work experience) | <ul style="list-style-type: none"> • Participate in 1 of 5 tracks: Youth & Family; Humanities, Arts & Culture; Digital Media & IT; Adult Services; and Central Administration. • Earn a stipend of \$1000 for completing the program. | <ul style="list-style-type: none"> • Work with a BPL mentor to learn about the diverse roles & responsibilities of librarians. • Develop and complete an in-depth project based on internship experience that reflects interests and internship-related goals. |
| Tier 2* | 15 in Years 2 & 3 (Total 30) | June – Aug, 120 hours (5 hours training & 115 hours of work experience) | <ul style="list-style-type: none"> • Support Summer Reading activities. • Earn a stipend equivalent to NYC’s hourly minimum wage. | <ul style="list-style-type: none"> • Participate in learning activities to build skills in library science, and college and career readiness, including workshops, discussions, networking events and field trips. |
| Tier 3* | 5 in Years 2 & 3 (Total 10) | Oct – June, 85 hours (15 hours training & 70 hours of work experience) | <ul style="list-style-type: none"> • Assist with Tier 1 pre-service trainings and serve as peer leaders for Tier 1 interns. • Complete a personal reflection project and presentation. • Earn a stipend equivalent to NYC’s hourly minimum wage. | <ul style="list-style-type: none"> • Earn a certificate with BPL volunteer hours. |

* To be eligible to participate in Tiers 2 and 3, interns must successfully complete the previous internship tier.

Activities & Timeline: LoT is a three-year program that begins July 1, 2017 and ends June 30, 2020. At the start of Year 1 (July 2017) BPL will hire a Program Coordinator to oversee the internship program. Details of the Coordinator's project responsibilities are listed in the following staffing section. Recruitment for this position would begin in spring 2017.

Curriculum Development (Tier 1 July – Dec, Tier 2 March-May, Tier 3 Aug –Dec): An initial curriculum outline, training schedule and evaluation plan has been created for the Tier 1, Year 1 program that includes goals, outcomes, evidence of success, evaluation measures (Refer to the attached Curriculum document). The Tier 2 and 3 cohorts will utilize a condensed curriculum outline with a corresponding evaluation plan that focuses primarily on workshops specific to these interns and a guide to help mentors support interns as they perform more in-depth projects than in Tier 1. This curriculum will be designed between March and December 2018 enabling project staff to assess the workshop topics that need further exploration and other areas of interest. BPL will continually revise and update curriculum to ensure its relevancy to interns and mentors.

Advisory Committee Meetings (on-going, quarterly): BPL will form an Advisory Committee to offer project guidance ensuring LoT achieves its goals and outcomes. The Committee will be comprised of all project staff (identified below); Brynna Tucker, Brooklyn Incubator Manager; David Giles, Chief Strategy Officer; Judy Zuckerman, Director of Youth & Family Services; as well as 2-3 mentors. In addition staff from other public library systems and organizations with experience leading teen internship programs will be on the Committee including Katherine Debertin, Youth Programs and Services Manager at Hennepin County Library; Heather Sparks, LEAP Out-of-School Program Manager, Free Library of Philadelphia; Abby Remer, Network Coordinator for CIN; and a faculty member from Pratt Institute's School of Information. In Year 1, BPL will invite several alumni from its teen volunteer/internship programs to attend meetings. In Year 2 interns participating in Tier 3 will be invited to join the Committee. Together the committee will strategize ways to strengthen LoT for interns and mentors, while creating a model that is replicable in rural, suburban and urban communities.

Marketing & Outreach Materials (July-Sept): Marketing materials will be developed targeting teens from diverse backgrounds for Tier 1. Materials will be designed by BPL's Marketing & Communications department and will be tested with the Advisory Committee and Bklyn Youth Council to ensure materials attract the target audience. Materials will be updated annually and will include flyers, brochures, a dedicated webpage and social media posts.

Mentor Recruitment, Training & Support (Recruitment: Tier 1 July- Sept, Tier 2 April, Tier 3 Aug-Sept; Training: Tier 1 Jan-Feb, Tier 2 June, Tier 3 Oct-Dec; Support: on-going): Mentors will be recruited from BPL's staff of 302 librarians and additional Central administrative staff to supervise two to three interns each (Refer to the attached Service Expectations document which includes a description and expectations for the mentors). Mentors will have experience or a strong interest in working with teens and will represent the diverse roles of librarianship within BPL. The vast majority of mentors will have a MLS. Interns supported by mentors without a MLS will benefit by working closely with staff who are librarians. Several past MIP mentors have expressed interest in serving as mentors again. Mentors will be responsible for interns' work schedules, daily responsibilities, branch/department training, project supervision, building relationships, evaluation and supporting an overall positive experience. Mentors of Tier 1 interns will participate in a series of five trainings between September and January that focus on effective mentorship, young adult development and program planning. Tier 2 mentors will be recruited in April and Tier 3 mentors will be recruited in August and September of Years 2 and 3. Mentors of Tiers 2 and 3 will receive training and support to serve their interns in these new roles.

Mentors will be encouraged to contact the Program Coordinator at any point during the program for support. Each month an online survey will be sent out asking for program feedback. A mid-term meeting will be held each spring for the mentors to share updates, challenges and best practices. Information gathered during the monthly surveys will be used to determine which topics the Coordinator should go into in-depth discussion about, and when needed, an external facilitator such as Youth Development Institute may be brought in to lead a workshop. At the end of each internship program, mentors will meet to share final thoughts on the program and recommendations for improvement. To recognize and incentivize the commitment of mentors BPL will highlight their participation at the

program and organizational levels. This includes presenting “Mentor of the Year” awards at closing events and working with mentor supervisors and BPL’s Human Resources department to identify ways that this leadership opportunity can be supported.

Interns Recruitment (Tier 1 Oct-Dec, Tier 2 May-June, Tier 3 Aug): BPL will recruit 60 Tier 1 interns in Year 1 and 55 interns in Years 2 and 3 (Refer to the attached Service Expectations document which includes draft recruitment information for teens). The Library has an extensive network of schools and community organizations that it partners with to promote its teen volunteer, internship and school-based programs. Outreach will be conducted to schools including Medgar Evers College Preparatory School and Brooklyn International High School, and organizations including the Lesbian, Gay, Bisexual & Transgender Community Center and Crown Heights Mediation Center. Targeted outreach will be conducted to youth, parents and guardians from low-income neighborhoods including East New York and Brownsville. Before the start of the program BPL will host information sessions at branches throughout Brooklyn providing teens details of the program. Based on the number of applications received each year for other youth opportunities, it’s anticipated that LoT will be highly competitive. Tier 1 applicants will be required to complete an application which will include their current grade point average, a short essay about their interest in the Library and a library career, goals for the internship including the types of projects they’d like to work on, and a letter of recommendation from an educator, employer or community-based organization. Before being accepted into the internship, teens will be interviewed by project staff and teen alumni from other BPL programs to assess their commitment to the program.

In May and June of each year BPL will recruit 15 participants for the Tier 2 summer internship. Applicants must be recommended by their mentor and will be asked to complete an application sharing highlights from their internship, evidence of their personal and professional growth, and their goals for the summer program. Five Tier 3 interns will be recruited from Tier 2 interns in August. These interns will demonstrate a commitment to library service exceeding program expectations and receiving exemplary reviews from mentors and project staff.

Tier 1, School-Year Internships (Jan-June): In January and February Tier 1 interns will complete 25 hours of pre-service trainings including an orientation focused on BPL and internship preparation, library and information science, professional communication, college readiness and career planning (Refer to the attached Curriculum document for a list of trainings). During trainings, former MIP interns and students from Pratt Institute’s School of Information will be invited to speak about their internship and college experiences and how it affected their educational and career pursuits. Beginning in February interns will spend 100 hours, approximately five hours per week, interning at branches and at Central Library. Interns will support the work of their mentors, learning about the different aspects of librarianship, and completing a library-based project that utilizes skills and information learned during their internship. Interns will be divided into cohorts of 6-9 teens based on their chosen internship track. Cohort members will be convened bi-monthly to share their experiences and create peer network of learning. During and after the internship, teens will receive targeted emails sharing updates on trainings, work/volunteer opportunities and other information relevant to their internship track.

Tier 2, Summer Internships (June-Aug): Interns will receive five hours of training and 115 hours of work experience, approximately 15 hours a week, assisting on projects including BPL’s Summer Reading program. Summer Reading is BPL’s annual borough-wide effort to promote reading during the summer months and is one of the Library’s most popular offerings, providing children and teens from birth to eighteen years with branch programs and special events, online activities and recommended reading lists and collections. Summer interns will take part in one pre-service training in late June to orient them to their new role and connect them with peers in the summer cohort.

Tier 3, Peer-Leadership Internships (Oct-June): Teens participating in Tier 3 will take part in 85 hours of service between October and June that builds off the skills and knowledge learned during the previous two internships, including 15 hours of trainings and meetings, and 70 hours of hands-on work experience. Tier 3 will also focus on supporting peers in Tier 1, and preparing for the next step in their college and career path and will receive opportunities to take on leadership roles, such as facilitating portions of training workshops and attending Advisory Committee meetings. Pre-service trainings will take place between October and December with work experience beginning in January.

Like Tier 1 interns, Tier 3 interns will assist mentors with their work and take part in their own in-service learning activities geared towards BPL's organizational and branch-based needs. In addition, interns will complete a personal reflection project and presentation focused on their experience in the program and their future path with libraries.

In-Service Workshops & Enrichment Activities (on-going): Throughout the year interns will be offered learning activities that will build skills and knowledge, while preparing teens for life after high school. Program staff from BPL's teen internship/volunteer programs will collaborate on the coordination of workshops. Some workshops will be exclusive for LoT interns and others will be open to teens in other BPL programs. Workshops may include financial literacy, academic research and writing, diversity and inclusion, STEM and services for immigrants. Interns will be required to participate in a workshop about networking websites including LinkedIn. This training will help youth build their professional networks and credentials. Mentors will facilitate trainings specific to their specialization on topics such as early literacy, program development, digital archiving, creative arts and community engagement. Lastly, BPL will assess interest among its teen interns and volunteers to offer an annual skill share event where teens teach one another personal or professional skills such as public speaking, origami and writing song lyrics.

BPL will partner with Pratt Institute's School of Information to offer trainings that connect teens and libraries, while highlighting the path to higher education and careers in library and information science. Topics and activities will be specific to each internship tier and build upon teen information behavior, repurposing it in a learning and library context. The Tier 1 training will focus on digital literacies including digital expression and communication. This workshop will be offered four times a year. The Tier 2 training will focus on the basics of teaching and learning with digital tools and technology. Tier 3's training will highlight digital capture and curation. Learning is progressive from Tier 1 to 3 with activities designed so that teens apply what they've learned previously. Each workshop will include student learning outcomes and an evaluation. Workshops would be taught by students in the second year of their Masters of Science in Library and Information Sciences program, with guidance and mentoring from the Faculty Workshop Coordinator. The Brooklyn College Magner Career Center will provide annual workshops on topics including preparing for success in college and career, and strategies for maximizing the college experience.

Field trips will be organized to academic, school and specialty libraries including law, medicine and museums to expose interns to the many types of libraries and careers that exist in NYC. Pratt student associations will give presentations on the breadth and diversity of the library field, while Brooklyn College Library will teach interns about academic libraries and opportunities for employment or work-study in college libraries. Interns will also be invited to special BPL events such as advocacy days, art openings, special programming and community outreach events. Each June BPL will host a closing forum for teens that highlight college and career planning, and ways to stay engaged at BPL. Interns will present on their internship projects and awards will be presented to interns and mentors. Parents and guardians will be invited to attend the forum and participate in a workshop to learn about supporting their child in the next steps of their college and career process. BPL will also host an end of program celebrations for interns in Tiers 2 and 3. Lastly, BPL will host three informal social reunions in Years 2 and 3 for all program alumni. These events will help interns stay connected with BPL and their peers.

Evaluation (on-going): BPL will conduct an evaluation of LoT including measuring intern and mentor outcomes, and program quality. Interns will complete pre- and post-program surveys and self-evaluations answering questions such as their perception of librarianship, career goals, program expectations and experiences, and baseline and final knowledge. Interns will also take part in project-based evaluations, such as a pre- and post- *What is a Librarian?* challenge, and for Tier 3 interns an evaluation rubric for their personal reflection project and closing presentation. Program staff and mentors will observe and speak with interns informally throughout the internship and conduct a formal mid-term evaluation meeting to discuss progress and goals, and solicit program feedback. Following the conclusion of the internship, BPL will contact interns every three to six months via email or social media to evaluate the likelihood that they will pursue a MLS; changes in their educational and career pursuits; and to learn what tools they need to prepare themselves for the college application process. During these communications BPL will also share information about upcoming opportunities and events that support library science career paths and highlight program alumni who are pursuing educations and careers in library service. Project staff will also connect with interns via professional networking websites including LinkedIn to assess their educational and employment achievements.

Mentors will complete brief monthly reports to track intern progress and share successes and challenges, allowing project staff to provide ongoing support and improvements to the program. Mentors will also complete pre- and post- surveys and self-evaluations to rate their experience, share how the program could be improved and report on their learning outcomes. Lastly after each training interns and mentors will be asked to complete a short survey rating the effectiveness and engagement level of the session, as well as changes in attitudes and knowledge. These surveys will help BPL determine which workshops to continue and which ones to modify or discontinue. Qualitative feedback will be documented and shared between project staff. Through this regular assessment BPL will be able to continually improve the program and ensure all interns and mentors have a rewarding experience.

Dissemination (on-going): Over the course of the three-year project BPL will develop a program guide for implementing a similar program at other library systems. The guide will feature BPL's program model, curriculum and training plan, intern project planning guide and sample projects, mentor support materials, evaluation tools and data. Programmatic best practices and challenges will also be included. Copies of presentations from workshops will be made available to library systems seeking additional information. Throughout the project period BPL will present information about the program at meetings, networking events and conferences. BPL will host a webinar for other library systems that will include BPL's experience with LoT, as well as guest presenters from other library systems leading successful teen internships. To further disseminate best practices BPL will seek to have LoT featured as a program model on ALA's Programming Librarian website, submit a proposal to host a session at ALA's annual conference, and share information on the program with the Young Adult Library Services Association.

Challenges: Through LoT BPL will spark interest among teens from backgrounds under-represented in the library field to pursue careers in library science. One potential challenge in achieving this goal is the time lag and what happens in the teen's life between completing the internship and graduating with a MLS. BPL has created a three-tiered internship program that will engage teens - primarily juniors and seniors poised to make important career and education decisions as they approach high school graduation - in six to 17 months of library service, allowing youth to explore different aspects of librarianship and stay fully engaged with BPL. A partnership with Pratt Institute will further expand the understanding of the opportunities available to individuals with a MLS. Volunteer and employment opportunities, as well as information on events of interest, such as college fairs and library-centric talks will be shared regularly with alumni. Through regular communication BPL will be able to assess the impact of the LoT and identify new ways to promote library science careers.

Another potential challenge is the capacity of staff to serve as mentors due to competing priorities and time constraints. The mentor training schedule includes a workshop on building intern autonomy and a suggested timeline and templates for independent prep. Mentors will be provided on-going support from the Program Coordinator, as well as peer support, to help them manage their time and effectively mentor interns. Additionally, mentors will be encouraged to involve the entire staff at their branch or in their department so that interns are fully welcomed and supported. BPL will encourage staff to coach interns and allow them the space and time to make decisions and mistakes, helping interns learn problem solving skills and perseverance, and providing more time for mentors to manage their other responsibilities.

Project Staffing:

To Be Hired, Program Coordinator (100% FTE), will oversee this work including recruiting mentors and interns, designing curriculum, coordinating trainings and enrichment activities, evaluating the program, etc. with support from project staff from Youth & Family Services and Volunteer Resources. This person will have a MLS and experience working with teens as a Young Adult librarian and through leading teen initiatives. The Coordinator will be housed within BPL's Volunteer Resources department.

Karen Keys, Coordinator of Young Adult Services (10% FTE), will serve as Project Director and be responsible for ensuring BPL meets the goals and outcomes of LoT, including serving as the liaison with program partners, working with libraries of all sizes to learn and share best practices, refining a model that has national relevance and sharing program results broadly. Prior to joining BPL in 2015 Karen worked in a variety of positions at Queens

Library, including young adult librarian, outreach librarian and assistant community library manager. In 2015 she was elected to serve as a Standing Committee Member of the International Federation of Library Associations Libraries for Children and Young Adults Section 2015-2019.

Noel Vitale, Manager of Volunteer Resources (10% FTE), will supervise the Program Coordinator sharing BPL protocols and guidelines for recruiting and screening interns and mentors. For over 11 years Noel has enhanced library services by creating new volunteer programs, recruitment strategies, training modules and providing support to over 100 volunteer supervisors and over 2,000 volunteers annually throughout the library system. Noel is a Board Member and Co-Chair of the Membership Committee of New York Association of Volunteer Administration.

Erin Shaw, Coordinator Youth Education Initiatives (5% FTE), will serve as a project advisor in developing the program model, curriculum and evaluation tools, as well as in building partnerships with youth-serving and cultural organizations to learn successful practices from other teen internship programs and strengthening BPL's role as a recognized provider of high-quality teen internships. Erin has been working with youth-serving organizations for over 13 years and has created two successful teen programs at BPL: BCAPteen and the Bklyn Youth Council.

Jackson Gomes, T4 Coordinator (5% FTE), will also serve as a project advisor sharing insights and resources from his highly successful T4 teen technology and volunteer program, which serves 80 teens each year. Jackson has been with BPL for 17 years and has served as a young adult library associate prior to his current T4 position. Under his leadership T4 has grown to include the Summer Ambassador program, which serves an additional 20 teens annually.

Mentors (7% FTE per mentor, Up to 35 mentors annually), will be recruited from among BPL librarians and staff members with an equivalent masters degree and experience in a library setting who demonstrate a strong commitment to working with teens. Mentors will represent a diverse cross-section of BPL departments and receive training and participate in regular meetings and check-ins, with each providing on-going support to 2-3 interns.

Project Partners:

Pratt Institute was founded in 1887 and is a leader in higher education preparing 4,600 undergraduate and graduate students each year for careers in art, design, architecture, information and library science, and liberal arts and sciences. Pratt's main campus is in Brooklyn and its School of Information is located in Manhattan. Each year Pratt will offer interns workshops that focus on digital literacy and teen information behavior. Pratt will also work with BPL to provide college tours and other activities that build college readiness and skills.

Project Design & Community Input: BPL has been in touch with numerous educational and cultural organizations and libraries including the Brooklyn Historical Society, New York Hall of Science, Hennepin County Library, Free Library of Philadelphia, American Museum of Natural History and CIN to learn about the structure and design of their varied internship programs as well as best practices. Through this outreach BPL has learned a variety of options for program models including components that have been adopted into the LoT model such as internship projects, sequenced internship tiers and practical tips for program logistics.

BPL has been accepted into CIN's Foundational Program Planning Series to support the development and implementation of its LoT internship program. The Series provides technical assistance to help internship providers implement high impact career development internship programs built on effective youth development principles, and embedded creative evaluation and authentic reflection. Through this program BPL will participate in training opportunities, receive technical assistance and have opportunities to network with other teen internship providers.

3. Diversity Plan

LoT will be open to teens living in NYC's five boroughs, though the majority of outreach will be concentrated in Brooklyn. This program targets teens from backgrounds underrepresented in librarianship to help create a more diverse future workforce that better reflects the general population. BPL's teen internship and volunteer programs are comprised primarily of person of color (92%) and individuals from low-income neighborhoods (50%). Similar demographics are anticipated for the LoT internship program. BPL will ensure that applicants chosen for the

internship represent a broad range of races, ethnicities, genders and abilities by using application and interview techniques that are shown to reduce bias and increase diversity and representation of historically underrepresented groups. Lastly, by offering a stipend of \$1000 per Tier 1 intern and minimum wage for Tier 2 and 3 interns, the LoT program will ensure that this opportunity is truly equitable and that youth from low-income households won't have to choose between a part-time job and a skill-building internship.

By fostering interest in library science careers among high school students, BPL hopes to encourage teens to seriously consider pursuing a future MLS degree. College awareness and preparation will be heavily promoted during the internship to help interns realize the career possibilities available to them and understand the steps they need to take to achieve their academic goals. By having an increased number of librarians from traditionally underrepresented communities, patrons will benefit from a more diverse collection of skills (e.g. languages), interests (e.g. Native American history) and experiences (e.g. cultural understanding) that lead to a broader range of library services.

4. National Impact

Building Capacity of the Library & Archives Workforce: Through LoT BPL will not only prepare young people for future careers in library service and increase future workforce diversity, but it will also build the capacity of current library staff to serve as mentors and advocates. During the program mentors will participate in professional development trainings and receive support from project staff and peers. Mentors will develop and strengthen many valuable professional skills including goal setting, training and managing staff, communication, working with teens, program and time management, facilitation and teaching techniques, and career coaching. BPL will seek ways to further connect the experiences of mentors with other opportunities within the Library that could enhance and advance their careers such as facilitating staff trainings and leading new innovative branch-based initiatives.

Potential to Scale & Transform Practice: Libraries across the country work with teens in a variety of roles with teens serving as pages or homework helpers, volunteering as book buddies, assisting with technology or checking out books and participating in programs. Providing career-oriented internships enables libraries to deepen their impact on the community and provide teens and staff with opportunities to build their skills, knowledge and capacity. Libraries of all sizes can offer teen internship programs whether it's serving two teens a year or serving 60 or more. Beyond funding for a stipend, libraries only need staff willing to coordinate and support the program. BPL will provide a comprehensive program guide and supporting resources that libraries can use to replicate or adapt to meet their community's needs.

At BPL, LoT will transform the Library's programming for teens by bringing internship and volunteer opportunities to the forefront of its services for teens. Currently teen programs including T4, BCAPteen, Bklyn Youth Council, Brooklyn Connections and Bklyn Link Fellowship are coordinated within four different departments - Volunteer Resources, Youth & Family Services, Brooklyn Collection and Strategic Planning. Though these departments regularly collaborate BPL seeks to establish a central division that aligns all teen internship and volunteer programs, and establishes clear guidelines and practices for all programs. Guidelines would include improved methods for tracking youth outcomes, consistent stipend amounts, designing a central training schedule open to all interns allowing BPL to offer both fundamental and new enhancement workshops, and creating networking opportunities for participants through shared events such as end-of-year celebrations and college fairs. Beyond expanding BPL's capacity to offer high-quality internships, LoT will be an investment in developing a mentorship program that will help staff build their own professional capacity, as well as better support interns, colleagues and patrons.

Deliverables: The following deliverables will be included in a program guide and made publically available:

- Internship guideline, includes details of the program model and all activities from creating an Advisory Committee to mentor/intern recruitment to samples of intern projects;
- Curriculum outline and training plan comprised of mentor and intern workshop topics, goals and activities including presentations and handouts.
- Strategies for promoting MLS graduate programs including tools for supporting youth as they transition from high school to college.

- Evaluation Plan, including learner outcomes, evidence of success, and standard and project-based measurement tools.
- Tracking strategy for continuing to engage with alumni and tracking their educational and career paths.

All deliverables included in the program guide will be shared with the Advisory Committee to ensure that they are readily adaptable to other libraries nationally as well as with NYC's other two public library systems to see if and how BPL's model could be adapted within their systems. All feedback received will be used to make revisions to the deliverables as needed.

Performance Goals: Under the IMLS agency-level goal of “learning,” the performance goal for this project is “train and develop museum and library professionals.” As described in the Evaluation section of Project Design, over the three-year project BPL will conduct a comprehensive and in-depth evaluation of the program to include assessing the impact of activities on library staff and interns. All data will be compiled and analyzed to measure changes in attitudes and behaviors, and determine if BPL has met its performance goal. Performance targets are as follows:

- 24-40 librarians and 6-10 non-librarian staff will serve as mentors. It's expected that approximately 50% of mentors will serve in this role for 2+ years.
- Six mentor workshops will be held each year (18 in total over three years).
- 80% of librarians build their capacity to serve as mentors for teens, becoming more engaged in the profession and their communities while also developing leadership skills that will enhance their careers.
- 90% of mentors report that youth mentorship is a valuable component of their work.
- 170 NYC high school students enroll in the Tier 1 internship program, 30 continue on to Tier 2 and 10 continue on to Tier 3 (150 complete Tier 1, 24 complete Tier 2, 8 complete Tier 3).
- 80% of interns gain insights into the array of career opportunities available for librarians.
- 80% of interns build leadership, communication and work/college readiness skills, while building professional relationships.
- Each year a minimum of 20 workshops are offered to interns (60 over three years).
- Upon completing the Tier 1 internship 60% of interns report an increased interest in pursuing librarianship as a career; 70% of Tier 2 interns and 80% of Tier 3 interns report an increased interest.
- Post-internship surveys show that 50% of interns remain interested in pursuing an education in library sciences after 3 months of completing the program, 45% after 6 months and 40% after 12 months.
- 70% of interns stay engaged with BPL and library service through employment, volunteering and patronage.

Field-wide Value: BPL's LoT internship program will have value to the library and archives field by creating a teen internship and mentor training model that can be replicated or adapted to provide meaningful work experiences that promote careers in librarianship. Library staff will gain resources to help them advocate for library science-related internships within libraries. This model will also strengthen the ability of libraries and archives to meet community needs while enhancing library services and building the capacity of staff to effectively support teenage volunteers and interns, colleagues and patrons. Through this work libraries will have tools for strengthening their relationships and partnerships with colleges, cultural institutions, community-based organizations and other stakeholders.

Sustainability: BPL's goal is to sustain LoT after the three-year project period ends. In Year 3 BPL has built in a 50% cost-share to cover stipend amounts for interns in all three tiers. Funding for stipends will be sought from private funders. The Library will seek funding to support the program in its entirety after the grant has ended. By creating an Advisory Committee BPL will build partnerships and collaborations that will have long-term benefits including establishing a learning network that will help BPL to continuously improve its teen internship programs, raise awareness of the internship opportunities available in NYC and connect library service to institutes of higher education. Best practices learned from LoT will be integrated into all BPL teen internship and volunteer programs.

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

You must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

PART I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

The intellectual property status of all digital documents and information created and shared by Brooklyn Public Library (BPL) in regards to the Librarians of Tomorrow (LoT) internship program will belong to BPL. There will be no copyright. External organizations, including public library systems and non-profit organizations, will have access to a Program Guide and other documents to download and manipulate for their own purposes. BPL will share information on the property rights and permissions on the credits page of the LoT Program Guide and in the credit section of other shared documents. BPL created LoT as a replicable and adaptable program model with the goal of library systems nationally launching similar internship programs. To meet that goal BPL will encourage library systems to access and customize LoT documents..

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

BPL will be the owner of all digital documents created by BPL in regards to the LoT internship program. A webpage within BPL's website will be created to highlight the program. The page will include contact information for the Program Coordinator and a section on replicating the program at other libraries nationally. Digital content will be available upon request with documents emailed as attachments. BPL does not anticipate creating terms and conditions of use since materials are being created for the benefit of national dissemination. Providing information through requests will allow BPL to better assist organizations in launching a similar program.

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

BPL will not create any products involving privacy concerns.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

BPL will create the following digital resources:

- Librarians of Tomorrow Program Guide which will include BPL's program model, curriculum outline and training plan, intern project planning guide, mentor support materials, evaluation tools and data;
- Workshops Presentations for both intern and mentor trainings; and
- Teen internships webinar highlighting LoT and other internship programs led by public libraries nationally.

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

To create the digital resources BPL will use Adobe Acrobat and Microsoft Office. The webinar will be broadcast using the WebEx online meeting platform.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

Digital resources will be made available to the public as .pdf documents.

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

The Project Guide will be reviewed by all project staff as well as the Advisory Committee before sharing broadly. The workshop presentations and webinar will be reviewed by all project staff and other relevant staff including Brynna Tucker, BPL's Brooklyn Incubator Manager and 2-4 mentors.

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

The program guide will be created in the final year of the grant period to ensure that information has been proven effective and relevant to library systems of all sizes. Over the course of 12-months, BPL will draft the guide and share it with the Advisory Committee, New York Public Library and Queens Library for review. Based on feedback BPL will finalize the guide and begin sharing it broadly. The guide will include its date of publication and the contact information of BPL staff to contact for further inquiries and program updates. Other information including a .pdf of the webinar may be shared in Year 1 and 2 of the grant. Excluding the webinar, all information will be updated and included with the program guide.

C. Metadata

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

The digital resources created through this program will not have any metadata.

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

n/a

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

n/a

D. Access and Use

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

Digital content will be available upon request with documents emailed as attachments. A webpage within BPL's website will be created to highlight the program. A section of the webpage will provide information on replicating the program at other libraries nationally and the email and phone number for contacting the Program Coordinator for the program guide and resources.

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

BPL is currently in the process of redesigning its website which will include a Brooklyn teens blog and is expected to be completed in spring 2017. The webpage for the Librarians of Tomorrow internship program may be similar to the following webpages: <http://www.bklynlibrary.org/support/volunteer/t4> and <http://www.bklynlibrary.org/support/volunteer/bklyn-library-youth-counc-0>. LoT will also be featured on the teen blog.

Part III. Projects Developing Software

A. General Information

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

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

B. Technical Information

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

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

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

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

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

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

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

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?