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Title: "SCALE: Systemic Change and Library Education"

SCALE: SYSTEMIC CHANGE AND LIBRARY EDUCATION

ABSTRACT

Currently, there is a dearth of properly trained school library media specialists to fill the open positions in the K-12 environment. This is happening at the same time when students must develop strong information seeking and processing skills in order to survive and succeed in our information-driven society. The goal of this project is to bring about systemic change for the school library media center by providing the leadership necessary to address the needs of K-12 students so they can be effective users of information in the 21st century. In order to accomplish this, we need more certified school librarians who are trained to function in an electronic world of information and who are supported by principals who value the library as a powerful force.

To address the need for more certified school librarians, interest must be generated among practicing teachers, school librarians, and graduate students to encourage them to pursue the necessary education and training. To eliminate the need for these people to travel long distances to higher education institutions, or take a leave of absence from their present employment, they can participate in Mansfield University of Pennsylvania's web-based Masters of Education Degree (M.Ed.) in School Library and Information Technologies without ever leaving their homes or offices. To assure quality, the web-based program was designed around learner needs that were verified by the profession and coordinated with the competencies identified by the American Association of School Librarians in their publication, *Information Power: Building Partnerships for Learning* (1998). A concerted effort will be made in this project to recruit people from diverse cultural backgrounds such as African Americans, Native Americans, Asians, Latinos and other people of color, as well as those working in rural, low-income and underserved communities, to enhance equity of access to the proposed program and to enhance diversity in the profession. By providing graduate fellowships to targeted students, certified teachers will attain the competencies necessary to accept positions as school library media specialists and improve library services for K-12 teachers and students.

Secondly, realizing that the school principal plays a key role in the success or failure of the school library media program, this project also addresses their needs. A continuing education program, consisting of four video-based modules linked to an electronic threaded discussion and other components of e-education software provided by JonesKnowledge.com will be designed specifically for principals to share ideas and concepts about the implementation of a successful program. By involving both the graduate fellow and the principal in strengthening the school library program, systemic change will be possible. The approach has already been tested and has a successful track record.

What is needed now is to expand access to the program so that many more schools across the nation will be able to provide their K-12 students with the kind of school library media programs that will help them achieve academically in the 21st century. Therefore, we are pleased to submit our proposed project: Systemic Change and Library Education (SCALE).

SCALE: SYSTEMIC CHANGE AND LIBRARY EDUCATION

OVERVIEW

1.1 Background: In order to be successful in the academic world and beyond, students must learn how to access, manage and apply information in a world that has plunged head-long into the electronic realm. It is more important than ever before that students develop appropriate skills, attitudes, and knowledge that will allow them to locate valid information that meets their needs for academic achievement. Excellent school libraries and well-trained librarians are essential in this effort. Lance's most recent study (2000) reaffirms the results of his previous research (1993) that there is a positive relationship between the level of resource center services available and student scholastic achievement. In schools with a wide variety of resources and the services of a school librarian, students performed significantly better on tests for basic research skills, reading comprehension, and the ability to express ideas effectively concerning their reading. Among school and community predictors of academic achievement, the size of the resource center staff and collection is second only to the absence of at-risk conditions. The evidence is similarly clear that more reading is done when there is a centrally located school library and a properly trained school librarian to manage the program. However, the nation is currently facing a critical shortage of properly trained school library media specialists. As an example, during the 1999/2000 school year, the School District of Philadelphia was unable to find certified school librarians to fill 131 openings. In addition, as many as 30% of school librarians currently employed in Pennsylvania will retire within the next five year,; this means that the Commonwealth of Pennsylvania will lose as many as 500 school library media specialists during this time period (PSLA survey, 1999). The situation is similar in many other states. As many as 50% of the current school librarians working in Maryland, Virginia, and Washington DC will retire within the next five years (Schumacher, 1999). To compound the problem, many school librarians who are currently employed need to have their skills updated in order to function effectively.

There is a need for library degree programs that address the needs of school librarians working in the information age and that are accessible and convenient. In Pennsylvania, there are only five institutions providing sound but traditional library education programs. Currently, the number of students enrolled in these programs indicates that there will be many positions for school librarians that will go unfilled for several years to come. In addition, during 1998/1999 the Pennsylvania Department of Education issued 68 emergency certificates for teachers who did not hold school library media certification s.J they could temporarily fill open positions as school librarians. New York is considering a recommendation that could result in the need for an additional 1,000 school library media specialists. However, the 5hortage is a nationwide problem. Half of the states, in both rural areas and inner cities, are experiencing from moderate to extremely severe school librarian shortages (Everhart, 2000).

Pennsylvania has a particularly severe crisis because it has the largest rural population in the nation (U.S. Department of Commerce, 1999). This means that many citizens do not reside within driving distance of the institutions that are providing school library media programs, while still others cannot afford to leave their current jobs to pursue full-time school library certification. In 1998, Mansfield University conducted a survey among 2,500 teachers and librarians in the north central region of Pennsylvania. The survey results indicated that there was not only an immediate need for more school librarians in the area, but also for accessible in-

service programs. Respondents indicated that they wanted a program that could be accessed easily on-site and taught by practitioners. Mansfield applied for and received a Link2Learn grant entitled North Central Net: A Partnership for Sharing Educational Resources from the Pennsylvania Department of Education (Brune and Nesbit, 1997). As a result, Mansfield University developed a regional education network in conjunction with Intermediate Unit 17 school districts and, with this grant as well as additional grants from Commonwealth Libraries, produced video-based in-service programs for school librarians that were linked to electronic online discussions. Participants indicated a high level of satisfaction with the modality.

Mansfield University then investigated the possibility of developing a web-based Masters of Education Degree in School Library and Information Technologies. A *Library Journal* survey of LIS programs indicated that priorities for students were: 1) degree programs that were proximal or convenient, 2) reputation of the program, 3) cost, 4) courses developed and taught by practitioners, 5) a focus on library science rather than information science, and 6) small faculty:student ratio (Berry, 1999). After dozens of meetings with school librarians and teacher educators, ten professionals, eminently skilled in teaching as well as maintaining and developing school libraries, were hired to develop a revitalized curriculum for the Mansfield University M.Ed. program. Great care was taken to ascertain that all the competencies recommended by the American Association of School Librarians (1999) were included in the program. Courses were then designed which used a variety of web-based learning technologies such as threaded discussions, chat rooms and streaming audio. Three courses were made available in August 2000 and three more in January 2001. The last four courses will be offered by May 2001 and then the cycle will repeat (see Appendix A for the courses and competencies addressed). The average student takes 1.8 courses per semester and thus takes 6 semesters, or 3 years, to complete the degree program. Students receiving a graduate fellowship for this program would be expected to take 3 years to complete the degree; thus one aspect of the proposed project would be a requested three-year grant period in which to allow fellowship students sufficient time to complete the program. Additional faculty will be trained and hired to maintain the desired faculty:student ratio and to accommodate the additional fellowship students.

In addition to the highly qualified faculty, Mansfield University supports the program with library resources. To uphold their need for research, students have online access to electronic monographs and educational and library databases which are part of the Keystone Library Network, a network of the fourteen institutions that make up the Pennsylvania State System of Higher Education. Students also have access to personal assistance through the Virtual Information Desk at Mansfield University that provides reference service seven days a week. Users may submit questions through a web form, a toll-free number, or via e-mail. In summary, students are able to both access the reference services and obtain the majority of the needed resources they need for their course work without ever leaving their homes or offices.

When school library media specialists are in place however, they need the support of the building principal. Haycock (1995) emphasizes that if school library media specialists are to be successful, principals must play a key role in the development of an effective school library media program. Haycock maintains that the principal is the single most important player in providing the moral and concrete support needed by the school library media specialist (1995). The principal must openly demonstrate that the implementation of the school library media program is a top priority. Unfortunately, most principals were never exposed to a course designed to help them understand the purpose of the school library media program and the role they must assume to help their students achieve. Wilson and MacNeil (1998) found that three quarters of the 250 principals surveyed were never given any information during their principal-preparation programs about the role of the school library and, more surprisingly, only 18% integrated school library information into their coursework. Hartzell (1997) encourages school librarians to take on the task of educating their principals about the myriad ways libraries can improve curriculum and instruction, public relations, and staff development. He challenges school librarians to become more visible and to form partnerships with their principals. The SCALE project proposes to address this

problem by developing training for principals and encouraging working partnerships between principals and librarians.

In summary, a support system to bring about systemic change for school library media programs must be put into place quickly to help solve the problem of insufficient numbers of school librarians. This project proposes to do just that by using a program design for the age of electronic information taught by practitioners, offered via the web, targeted toward specific student populations, and enhanced by the formation of active partnerships among the major players -the prospective teachers and their principals, IMLS and Mansfield University of Pennsylvania.

1.2 The Education and Training Plan: The education and training plan will include three distinct groups of people. First will be the populace that applies for graduate fellowships to obtain a M.Ed. degree in School Library and Information Technologies. The fellowships address equitable access to the program; they will focus on increased diversity in the program and the profession as well as student/librarians who are reside in low-income or rural/under-served areas and thus have less access to training programs. These people will have the opportunity to obtain the full program that includes ten online courses. The fellowships will provide 50% of the tuition for qualified students. Fellows will be expected to contribute the other 50% tuition, all fees, and the cost of tuition for the internship/field experience. Cost sharing will make the program affordable and will also create an investment on behalf of the student, making them more motivated to persist and graduate. Fellowships will be offered to students of diverse cultural backgrounds, those who work in low-income, high-need, rural or underserved areas, and those who agree to coordinate their training with their school principal (see Appendix E for OF criteria). In the convenience and comfort of their own homes, students will be able to gain much of the knowledge and expertise they will need to assume positions as school library media specialists. However, their online experiences will be complemented with required on-site training and experiences in school libraries. Their culminating experiences will form a portfolio that students will be able to share with current and/or prospective employers. By providing school librarians with the training they need to function more effectively in a modern library media program, it is hoped that their job satisfaction level will also be enhanced.

Secondly, school principals will have the opportunity to create a partnership with their school librarian by participating in this project. The guidelines provided by the American Association of School Librarians in their publications *The Principal's Manual for your School Library Media Program* (2000) and *Information Power* (1998) were used as the basic tenets for the training program developed by Mansfield University (see Appendix B). Through the use of four forty-minute video-based programs that can be viewed over the summer months, principals will be involved in activities designed to create an understanding how the level of their support of the school library media program can dictate its success or its failure. In addition, by participating in required web-based threaded discussions with other principals, participants will be able to share ideas and strategies for the implementation of successful school library media programs. As an acknowledgement for their completion of the program, principals will be awarded a certificate of recognition. More importantly, however, principals will be given access to all Mansfield University's electronic databases, plus the POWER (Pennsylvania's Online World of Electronic Resources) databases that are also available to the online students for a full year after they have completed the in- service program (see Appendix C). It is anticipated that by exposing the participants to such a vast array of resources, and by becoming more consciously aware of the role of libraries, that principals will turn to the literature when they have a problem to solve rather than trying to "reinvent the wheel" with solutions which have been proven not to work. If principals locate an article which is not available online, Mansfield University will provide the materials at no charge via interlibrary loan service. The training program for principals will be developed in 2002 and offered for the first time in summer 2003. This is a further reason that the grant period is requested for three years; the time is needed to develop the program, recruit participants, offer the program, and evaluate the results.

The third group to receive training will be the adjunct online teachers that will be needed to provide enough sections of each course involved in the M.Ed. program to meet the needs of the additional student

load. Adjunct in-service faculty will receive training in how to apply the JonesKnowledge e.education software to obtain the ultimate student/teacher interaction possible and will be exposed to various course management strategies to enable them to coordinate and handle all facets of the program successfully. Mansfield University will cover all of the costs of hiring these additional faculty.

EVALUATION CRITERIA

2.1 **National Impact:** SCALE has the potential for far-reaching impact. The project we are proposing can address the needs of students across the nation no matter where they live and it can be done in an extremely cost-effective manner. The modality has been proven effective. During the fall 2000 semester, Mansfield enrolled students from Pennsylvania, Delaware, New York, Ohio, Michigan, Maryland and Alaska. All seats were filled and a waiting list was established. Twenty students were added to the program in the spring semester. As of January 2001, there are 67 new students admitted for fall 2001. It is apparent that the program has wide national appeal. For instance, students from a small town in Alaska are now able to obtain a web-based Masters Degree in spite of the fact that the transportation waterway that leads into their town is frozen shut for six months out of the year. Students from rural areas in Pennsylvania are able to participate in the program without having to drive several hours to and from a major university. A housewife, planning on returning to teaching in another year, is able to stay at home with her children while she obtains the credentials she needs to assume a position of a school library media specialist in the near future. A young woman who moved from the East Coast to a mid-west state was able to continue her educational program without interruption. The program crosses state borders. The SCALE project proposes to widen the impact of the M. Ed. program by promoting the program nationally, offering graduate fellowships to targeted students across the nation, educate administrators, and making additional linkages with library professional organizations and state departments of education to create more awareness of the program. The potential enrollment and impact of the program is quite significant.

2.2 **Adaptability:** SCALE uses a model that can be successfully expanded and/or applied in other settings. The need for additional school library media specialists has been verified by research and is a real and critical nationwide problem. Library training programs must begin to address this need. The M.Ed. program described here could be adapted, with facets of it incorporated into other programs such as M.L.S. programs. Additionally, public librarians require much of the same training and skills as school librarians. This program can be offered to that population as well." Mansfield University has discussed this possibility with a panel of six public library leaders in Pennsylvania and they have determined that eight of the ten courses would be very appropriate for individuals working in public libraries. Other facets of the program can be adapted as well- the web-based nature of the training, the support services such as library database access, and the Virtual Information Desk which provides reference support at a distance and during hours that the physical library is closed. Finally, the concept of training school administrators to work with school librarians can be adapted.

DESIGN

2.3 **Goal:** To demonstrate how the existing models developed by Mansfield University for their web-based M.Ed. in School Library and Information Technologies, and their video-based continuing education programs, can be used to bring about systemic change needed to address the critical need for properly trained personnel and administrative support for school library media programs

Objective 1:

To address the need for properly trained school librarians and a diverse profession by attracting graduate fellows from diverse cultural backgrounds and from geographical areas serving poor, rural, or other under-served communities to Mansfield University's School Library and Information Technologies M. Ed. degree program.

Activity 1.1: To advertise nationwide the availability of 60 *seats* (30 seats projected for resident/Pennsylvania students and 30 seats projected for non-resident/students from other states) and

provide certified teachers with graduate fellowships that would contribute fifty percent of their tuition costs to obtain an M.Ed. in School Library and Information Technologies from Mansfield University. Information about the availability of the graduate fellowships will be publicized in national library and educational journals and will be posted to appropriate web sites on the Internet by end of fall semester 2001 (see Appendix D for a listing of periodicals and advertising rates). Publications will include those targeted toward ethnic minority populations such as *The Black Collegian*. All applications will be ranked using specified criteria (see Appendix E). Since the emphasis of this project is to bring about systemic change, teachers who form a partnership with their principal will receive a higher ranking than those who do not. Additionally, the program will be promoted through state departments of education, particularly as a proposed training program for those receiving emergency school librarian certifications. 60 seats may translate to 60 students; given attrition, new fellowships will be advertised.

Activity 1.2: To convene a Graduate Fellowship Advisory Committee (GF AC) whose members will include a representative from Mansfield's Admissions Office, practicing school librarians, library educators, and others who provide leadership to school library media programs. They will read and rank the graduate fellowship applications based on the criteria provided and forward their recommendations to Mansfield's Admissions Office. The fellowships will be awarded so students may begin their online master's program by summer 2002.

Evaluation: Objective I will be considered achieved if the following criteria are met:

- Graduate fellowship ads are placed in 4-6 journals by end of fall semester 2001.
- Information about the graduate fellowships is placed on at least six web home pages catering to educational and library professionals, and sent to state departments of education by end of fall semester 2001.
- The GFAC read and rank the graduate fellowship applications; select awardees.
- Up to 30 seats are filled by certified teachers from Pennsylvania; at least 75% complete the degree by 2005.
- Up to 30 seats are filled by certified teachers from other states; at least 75% complete the degree by 2005. Fellows begin their online program by summer 2002 (additional students may be added as needed).
- Support services, and internal and external evaluation procedures are put into place to insure student success and degree program completion.

Objective 2:

To provide a video-based continuing education program, consisting of four modules, supported by e.education software, comprised of threaded discussion, streaming audio, chat rooms and work space, designed to strengthen the role of principals as the instructional leader in supplying the moral and concrete support necessary for the successful implementation of a school library media program that upholds the total curriculum. Training will be developed during 2002 and offered summer 2003.

Activity 2.1 To develop and offer a course designed to help up to 60 principals of the graduate fellows to understand the role of the school library media specialist and to strengthen their support of the school library media program by June 2003. The course will be modeled after the successful video-based

continuing education program that Mansfield University offered to school library media specialists (see Appendix F). Principals will be able to communicate with one another to share ideas and strategies regarding concepts to be applied to enhance school library media programs. A pre/post test to measure knowledge about the role of the school library media program will be administered to all participants to gauge the impact that the program has had on the principals. Principals will be directed to implement a collaborative plan with their librarians.

Activity 2.2: To provide principals with access to Mansfield University's electronic databases plus the POWER databases and to encourage them to look to research for solutions to problems. In cases when Mansfield cannot provide the full-text article requested from the electronic database, the article will be retrieved from other institutions and electronically forwarded to the principal.

Evaluation: Objective 2 will be considered achieved if the following criteria are met:

- The video-based continuing education program is developed during 2002 and offered summer 2003.
- Up to 60 principals will enroll in the video-based continuing education program by August 2003; at least 80% will complete the entire program.
- The principals use the threaded discussion component consistently throughout all modules.
- Principals indicate through comments and assignments that they find the additional Mansfield University library services beneficial.
- Pre and post test results indicate a significant learning gain and that principals have a basis for working with their school librarians to develop and implement a library resources and services plan.

Objective 3:

To recruit up to ten additional online instructors to Mansfield University's M.Ed. in School Library and Information Technologies program by March 2002 to insure adequate instructors for graduate fellows.

Activity 3.1: To advertise nationally for additional instructors who have had extensive practical experience in school libraries, who are recognized leaders in the field, and who would like to become instructors for the M.Ed. School Library and Information Technologies Program by January 2002.

Activity 3.2: To train the new online instructors in course content, the use of JonesKnowledge e.education software and online course management strategies by April 2002. Selected current online teachers and Mansfield University staff will train the new online teachers. Convenient training site located in Pittsburgh.

Evaluation: Objective 3 will be considered achieved if the following criteria are met:

- Ads for additional online instructors are placed in national school library journals and on appropriate web pages by January 2002.

- Successful applicants are trained at California University of Pennsylvania's South Point Campus Training Center in Pittsburgh, Pennsylvania by April 2002. This facility was chosen because of the quality of the facility, the contribution of the facility free of charge for this program, and its proximity to a major airport.
- The newly trained online instructors teach at least one semester and receive endorsement by Mansfield University by August 2002.

2.4 **Management Plan:** The applicants for this grant are located at Mansfield University, Mansfield, Pennsylvania, which has an annual budget of 40 million dollars. The M.Ed. in School Library and Technologies program has an annual budget which covers instructor training, instructor salaries and benefits, collections and operating expenses, and administrative and technical support. Mansfield University is part of the State System of Higher Education in Pennsylvania, which shares its educational and technical resources, including the Keystone Library Network. A strong managerial infrastructure, including an Office of Grants Development and an Office of Grants Accounting, is in place and will ensure that this project will be administered in a fiscally sound and responsible manner. Mansfield University has had a long and successful history with implementing programs designed to help school librarians (see Appendix a). Dr. Larry Nesbit, Project Administrator, will be responsible for the overall implementation of this project. Larry Schankman, Distance Learning & Remote Services Librarian, will be responsible for managing all the technical components of the project. In addition, Mansfield University is in the process of hiring a full-time Program Coordinator for the degree program (see Appendix H for the job description). Mansfield University will contract with a highly qualified person to act as the IMLS SCALE Project Director, funded as a part-time position (see Appendix I for the job description). Mansfield University has experience in providing continuing education programs in a video mode and certainly has proven its expertise in implementing a very successful web-based program for school librarians. The M.Ed. program is well into its first successful year of operation with good enrollment, a waiting list, and positive response from the participants. Expansion of the program is feasible and necessary. Diversity goals are supported by university recruitment and enrollment goals and resources.

The technology expertise to offer the web-based M.Ed. degree program exists within Mansfield University. The university demonstrated its commitment to the need for properly trained school library media specialists by providing the funding necessary to develop the courses, train the teachers, and provide the software and other online services. Our technical knowledge has been verified by the successful completion of our first semester of web-based courses. Our home page, which is located at <http://www3.mnsfld.edu/graduate/public/programs.html>, will continue to provide Internet users with information about this project and its effectiveness in responding to the stated goal and objectives.

2.5 **Budget:** The budget for this project is for a three-year project period. The rationale for each item is presented in the budget narrative. If a three-year project period is not possible, various aspects could be scaled back such as partial fellowships. The best scenario would be three years, enough time for graduate fellows to complete the full degree program and for school principals to receive the training program.

2.6 **Contributions:** The contributions of personnel and other resources to this project by Mansfield University, the students who will be selected as fellows, and other contributions are outlined in the budget narrative. Mansfield University has made a major financial commitment to the web-based M.Ed. program and will continue to support this effort. We anticipate applying for a Pennsylvania Department of Education grant that will complement the SCALE project. That proposal, if funded, will provide additional equipment, software and materials, additional technical support personnel, and additional promotional activities.

2.7 **Personnel:** Dr. Larry Nesbit, Director of Information Resources, (see Appendix J for resume) will devote approximately 20% of his time to the SCALE project. Dr. Nesbit was the person responsible for developing the M.Ed. program and for developing the proposed SCALE project. He will serve as Project Director until a permanent part-time director can be hired. He will work with the Project Director and M.Ed. Program Coordinator to promote the project, recruit graduate fellows, hire and train new instructors, evaluate the project, and produce presentations and reports. Reference librarian Larry Schankman (see Appendix K for resume) will spend 50% of his time as technical support on the SCALE project, training students, principals, and instructors in the use of the e.education software and providing ongoing technical expertise and advisement. A full-time Program Coordinator will be hired by the university as the program expands and requires full-time administrative support. A SCALE Project Director will be hired at .25 FTE (year 1), .20 FTE (year 2) and .10 FTE (year 3) to implement the proposed project. The majority of the project effort in terms of direction will be in the first year - recruitment and selection of graduate fellows, recruitment, selection and training of new instructors, development of the principal training program, beginning the internal and external evaluation processes, initial presentations and reporting; thus, the PD will be hired for a greater amount of time in year one. The online instructors will be assigned a teaching load that will meet the demands of the enrollment. It is anticipated that no one instructor will be required to teach more than two sections of a course in anyone semester; however, the teaching load will be dependent on the number of students who will be enrolled at anyone time. The qualifications of the teachers currently involved in the web-based M.Ed. program can be found in Appendix L.

2.8 **External Evaluation:** Dr. Robert Berkowitz, Syracuse University, a nationally recognized teacher educator and author, has agreed to serve as the external evaluator of this project (see Appendix M for resume). Dr. Berkowitz will be involved from the beginning of the project. During his first meeting, Dr.

Berkowitz will have input into the design of outcome-based evaluation instruments and the process to be used to collect the data. It is anticipated that he will also be present during the training of the new online instructors. Dr. Berkowitz will have online access to the web-based program, as well as the threaded discussions involving the principals in order to evaluate the instructional impact. He will be responsible for submitting a conclusive evaluation of the project that will be included in the final report to IMLS.

Internal Evaluation: Internal project evaluation will take place in two ways. The first will be an evaluation of the degree program and its impact by the graduate fellows and the principals. The second will be an evaluation of the technology. In the longer term, Mansfield University will conduct an impact analysis of the status of the school library media specialists and the impact that the teacher/principal partnership has had on the library media program. The IMLS SCALE Project Director will be responsible for assembling various evaluative data elements, for writing the IMLS reports, and overseeing the dissemination of the results of the project.

2.9 Dissemination: The director of this project will ensure accurate and immediate publication of the results of this project in national educational and library journals. Presentations will be made at state and national conferences such as the Pennsylvania School Librarians annual conference, the American Library Association annual conference and the American Association of School Librarians annual conference, as well as conferences held for elementary and secondary principals. Informational brochures will be sent to state departments of education and success stories will be disseminated to Secretaries of Education and school districts where graduate fellows work. Information will also be posted on or linked to the web pages for Mansfield University, the Pennsylvania School Librarians Association, the Pennsylvania Department of Education, the American Association of School Librarians, the International Association of School Librarians, the National Association of Secondary School Principals, and the National Association of Elementary School Principals.

2.10 Sustainability: At the end of this project, we will have a cadre of diverse people who have completed all ten courses and the intensive field experience, which represent Mansfield University's M.Ed. School Library and Information Technologies program. These people will have developed the skills, knowledge and attitudes that will allow them to design, implement and maintain library media programs that are responsive to the information needs of K-12 students. Graduate fellowships will insure diversity and equitable access to the program. In addition, principals who have completed their training will have a better understanding of the leadership role they must play to ensure the success of the school library media program. Through information posted on the homepage, and during the various presentations that will be made by project personnel about the program, information will be shared about how other interested administrators can obtain copies of the video-based program designed for principals for their own use.

Since the partnership effort was designed to enhance systemic change, the educational experiences provided through this project will impact not only the lives of those who took the courses, but also the educational climate in which their students will perform. As information spreads about this program and its effectiveness in preparing people to become school library media specialists, others will want to enroll in the program. The principal training program will continue and may be expanded to other administrators. In addition, other higher educational institutions may be encouraged to follow the leadership of Mansfield University and develop similar projects or offerings. The program can also be offered to public librarians.

To further the goals and objectives of SCALE, Mansfield University is investigating other connections to utilize existing educational structures. By linking to organizations such as the Pennsylvania Superintendent's Technology Learning Academy and the Intermediate Unit Director's Organization, we can further our goals to engage K-12 school administrators in addressing issues regarding library technology and appropriate professional development opportunities for school librarians. Organizations in other states - departments of education, professional library associations, school administrator organizations - will be similarly linked to this program. National organizations such as the ALA, AASL, and library associations in rural areas, will be important partners in disseminating the program offerings and results to a national audience. Expanding the program, building the connections, and sharing the project plan and results will all lead to improved education and effectiveness for school librarians and the constituencies that they serve.

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Schedule of Completion - Project SCALE

| Activities | 2001 | | 2002 | | 2003 | | 2004 | | |
|---|------|---|------|---|------|---|------|---|-----------------------|
| | O | N | D | J | F | A | M | J | |
| Anticipated project start | | | | | | | | | |
| M.Ed. Program Coordinator | X | | | | | | | | X \$73,913 |
| SCALE Project Administrator | X | | | | | | | | X \$87,461 |
| SCALE Technical Support Staff | X | | | | | | | | X \$106,573 |
| SCALE Project Director | X | | | | | | | | X \$25,300 |
| Advertising for SCALE Grad. Fellowships | | | X | | | | | | X \$80,000 |
| GFA Committee review and selection | | | X | | | | | | X \$0 |
| External evaluator consultations & internal eval. | | | X | | | | | | periodic X \$8000 |
| Selection of new online instructors | | | X | | | | | | |
| New Instructor training and teaching | | | | | | | | | X \$192,500 |
| Graduate Fellowships program | | | | | | | | | X \$264,600 |
| Software charges for course delivery | | | | | | | | | X \$23,900 |
| Recruit instructor for Principal training | | | X | | | | | | |
| Recruit Principals for training | | | | | | | | | X |
| Video production for Principal training | | | | | | | | | X \$1100 |
| Preparation and delivery of Principal training | | | | | | | | | X \$8625 |
| Presentations state/national conf.; recruit fellows | | | X | | | | | | periodic X \$24,000 |
| Attend IMLS annual meeting(s) | | | | | | | | | X-X \$2000 X-X \$2000 |
| Project materials and supplies | | | | | | | | | X \$6000 |
| Indirect/F&A operating expenses | | | | | | | | | X \$213,467 |
| Final reports, project closeout | | | | | | | | | X |
| Total project cost = \$ 1,121,439.00 | | | | | | | | | |

Project Budget Form

SECTION 1: DETAILED BUDGET

Year 1 - Budget Period from 10 / 01 / 01 to 09 / 30 / 02

Name of Applicant Organization Mansfield University of Pennsylvania

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.4 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

| NAME/TITLE | No. | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|------------------------------------|-----|----------------------------|------|-----------|-------------------------------|-------|
| SCALE Project Admin. | (1) | | | | | |
| SCALE Tech. Support | (1) | | | | | |
| M.Ed. Program Coord. | (1) | | | | | |
| | () | | | | | |
| TOTAL SALARIES AND WAGES \$ | | | | | | |

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

| NAME/TITLE | No. | METHOD OF COST COMPUTATION | IMLS | APPLICANT (IF APPLICABLE) | PARTNER(S) | TOTAL |
|------------------------------------|------|----------------------------|------|------------------------------|------------|-------|
| Prin. Trng. Instruct | (1) | | | | | |
| M. Ed. Instructors | (10) | | | | | |
| SCALE Project Director | (1) | | | | | |
| | () | | | | | |
| TOTAL SALARIES AND WAGES \$ | | | | | | |

FRINGE BENEFITS

| RATE | % of \$ | SALARY BASE | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---------------------------------|---------|-------------|------|-----------|-------------------------------|-------|
| | % of \$ | | | | | |
| | % of \$ | | | | | |
| | % of \$ | | | | | |
| TOTAL FRINGE BENEFITS \$ | | | | | | |

CONSULTANT FEES

| NAME/TITLE OF CONSULTANT | RATE OF COMPENSATION (DAILY OR HOURLY) | NO. OF DAYS (OR HOURS) ON PROJECT | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---------------------------------|---|-----------------------------------|--------|-----------|-------------------------------|-------|
| External Evaluator | \$40/hr. | 75 hr. | \$3000 | | | 3000 |
| | | | | | | |
| | | | | | | |
| TOTAL CONSULTANT FEES \$ | | | 3000 | 0 | 0 | 3000 |

TRAVEL

| FROM/TO | NUMBER OF PERSONS | DAYS | SUBSISTENCE COSTS | TRANSPORTATION COSTS | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|------------------------------|-------------------|------|-------------------|----------------------|----------|-----------|-------------------------------|--------|
| IMLS Mtg. | (1) | (3) | \$1000 | \$1000 | \$2000 | | | 2000 |
| Pittsburgh | (10) | (3) | \$10,000 | \$10,000 | \$20,000 | | | 20,000 |
| Presentations | (2) | (6) | \$3600 | \$3600 | | \$7200 | | 7200 |
| (various) | () | () | | | | | | |
| TOTAL TRAVEL COSTS \$ | | | | | 22,000 | 7200 | 0 | 29,200 |

Project Budget Form

SECTION 1: DETAILED BUDGET

Year 2 (if applicable) - Budget Period from 10 / 01 / 02 to 09 / 30 / 03

Name of Applicant Organization Mansfield University of Pennsylvania

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.4 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

| NAME/TITLE | No. COMPUTATION | METHOD OF COST | IMLS | APPLICANT (IF APPLICABLE) | PARTNER(S) | TOTAL |
|------------------------------------|-----------------|----------------|------|---------------------------|------------|-------|
| <u>SCALE Project Admin</u> | <u>(1)</u> | | | | | |
| <u>SCALE Tech. Support</u> | <u>(1)</u> | | | | | |
| <u>M.Ed. Program Coord</u> | <u>(1)</u> | | | | | |
| | <u>()</u> | | | | | |
| TOTAL SALARIES AND WAGES \$ | | | | | | |

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

| NAME/TITLE | No. COMPUTATION | METHOD OF COST | IMLS | APPLICANT (IF APPLICABLE) | PARTNER(S) | TOTAL |
|------------------------------------|-----------------|----------------|------|---------------------------|------------|-------|
| <u>Prin. Tmg. Instructor</u> | <u>(1)</u> | | | | | |
| <u>M.ed. Instructors</u> | <u>(10)</u> | | | | | |
| <u>SCALE Project Director</u> | <u>1</u> | | | | | |
| | <u>()</u> | | | | | |
| TOTAL SALARIES AND WAGES \$ | | | | | | |

FRINGE BENEFITS

| RATE | SALARY BASE | IMLS | APPLICANT | PARTNER(S) | TOTAL |
|---------------------------------|-------------------|------|-----------|------------|-------|
| <u> </u> % of \$ | <u> </u> | | | | |
| <u> </u> % of \$ | <u> </u> | | | | |
| <u> </u> % of \$ | <u> </u> | | | | |
| TOTAL FRINGE BENEFITS \$ | | | | | |

CONSULTANT FEES

| NAME/TITLE OF CONSULTANT | RATE OF COMPENSATION (DAILY OR HOURLY) | No. of DAYS (OR HOURS) ON PROJECT | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---------------------------------|--|-----------------------------------|-------------|-----------|----------------------------|-------------|
| <u>External Evaluator</u> | <u>\$40/hr.</u> | <u>50 hr.</u> | <u>2000</u> | | | <u>2000</u> |
| | | | | | | |
| | | | | | | |
| TOTAL CONSULTANT FEES \$ | | | <u>2000</u> | | | <u>2000</u> |

TRAVEL

| FROM/TO | NUMBER OF PERSONS | NUMBER OF DAYS | SUBSISTENCE COSTS | TRANSPORTATION COSTS | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|------------------------------|-------------------|----------------|-------------------|----------------------|-------------|-------------|----------------------------|-------------|
| <u>ILMS mtgs.</u> | <u>(1)</u> | <u>(3)</u> | <u>1000</u> | <u>1000</u> | <u>2000</u> | | | <u>2000</u> |
| <u>Present Actions</u> | <u>(2)</u> | <u>(6)</u> | <u>3600</u> | <u>3600</u> | | <u>7200</u> | | <u>7200</u> |
| <u>(various)</u> | <u>()</u> | <u>()</u> | | | | | | |
| | <u>()</u> | <u>()</u> | | | | | | |
| TOTAL TRAVEL COSTS \$ | | | <u>2000</u> | | <u>2000</u> | <u>7200</u> | | <u>9200</u> |

Project Budget Form

SECTION 1: DETAILED BUDGET CONTINUED

Year 2

MATERIALS, SUPPLIES AND EQUIPMENT

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|--|----------------------------|-------------|-----------|-------------------------------|-------------|
| Instructional video | \$4.58 x 4 x 60 copies | \$1100 | | | 1100 |
| Reports, presentations, | | 2000 | | | 2000 |
| mailings, materials | | | | | |
| TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT \$ | | 3100 | | | 3100 |

SERVICES

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|--------------------------------|----------------------------|------|-----------|-------------------------------|-------|
| | | | | | |
| | | | | | |
| TOTAL SERVICES COSTS \$ | | | | | |

OTHER

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|-----------------------------|----------------------------|---------------|-----------|-------------------------------|---------------|
| Graduate Fellowship | 30GF x \$294 x 10 x .50 | \$44,100 | | | 44,100 |
| Course Fees | | \$9900 | | | 9900 |
| Advertising | | \$5000 | | | 5000 |
| TOTAL OTHER COSTS \$ | | 59,000 | | | 59,000 |

| | | | | |
|--------------------------------------|---------------|-------------------|----------|-------------------|
| TOTAL DIRECT PROJECT COSTS \$ | 83,925 | 154,015.60 | 0 | 237,940.60 |
|--------------------------------------|---------------|-------------------|----------|-------------------|

INDIRECT COSTS

Select either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using: B

- A. an indirect cost rate which does not exceed 20% of modified total direct costs - may be listed only as cost sharing
- B. an indirect cost rate negotiated with a Federal agency (*copy attached*) - may be requested from IMLS, based *only* on *modified* direct costs (as specified in the negotiated agreement) that are charged to IMLS; additional indirect costs based on the applicant's or partner's contributions may be listed only as cost sharing.

HHS

06/30/02

Name of Federal Agency

Expiration Date of Agreement

| C. | Rate base(s) | Amount(s) | |
|-----|--------------|------------------|-------------------------|
| SWB | 45 % | of \$ 17,825 | = \$ 8021 (IMLS) |
| SWB | 45 % | of \$ 146,815.60 | = \$ 66,067 (Applicant) |
| | % | of \$ | = \$ |

| | IMLS | APPLICANT | PARTNER(S) IF APPLICABLE | TOTAL |
|--|----------------|---------------|-----------------------------|---------------|
| TOTAL INDIRECT COSTS CHARGED TO | \$ 8021 | 66,067 | 0 | 74,088 |

Project Budget Form

SECTION 1: DETAILED BUDGET

Year 3 (if applicable) - Budget Period from 10 / 01 / 03 **to** 09 / 30 / 04

Name of Applicant Organization Mansfield University of Pennsylvania

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.4 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

| NAME/TITLE | No. COMPUTATION | METHOD OF COST | IMLS | APPLICANT (IF APPLICABLE) | PARTNER(S) | TOTAL |
|------------------------------------|-----------------|----------------|------|---------------------------|------------|-------|
| SCALE Project Admin. | (1) | | | | | |
| SCALE Tech. Support | (1) | | | | | |
| M.ED. Program Coord. | (1) | | | | | |
| | () | | | | | |
| TOTAL SALARIES AND WAGES \$ | | | | | | |

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

| NAME/TITLE | No. COMPUTATION | METHOD OF COST | IMLS | APPLICANT (IF APPLICABLE) | PARTNER(S) | TOTAL |
|------------------------------------|-----------------|----------------|------|---------------------------|------------|-------|
| Prin. Trng. Instructor | (1) | | | | | |
| M.Ed. Instructors | (10) | | | | | |
| SCALE Project Director | (1) | | | | | |
| | () | | | | | |
| TOTAL SALARIES AND WAGES \$ | | | | | | |

FRINGE BENEFITS

| RATE | | SALARY BASE | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---------------------------------|------|-------------|------|-----------|----------------------------|-------|
| | % of | | | | | |
| | % of | | | | | |
| | % of | | | | | |
| TOTAL FRINGE BENEFITS \$ | | | | | | |

CONSULTANT FEES

| NAME/TITLE OF CONSULTANT | RATE OF COMPENSATION (DAILY OR HOURLY) | No. OF DAYS (OR HOURS) ON PROJECT | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---------------------------------|--|-----------------------------------|--------|-----------|----------------------------|-------|
| External Evaluator | \$40/hr. | 75 hr. | \$3000 | | | 3000 |
| | | | | | | |
| | | | | | | |
| TOTAL CONSULTANT FEES \$ | | | 3000 | | | 3000 |

TRAVEL

| FROM/TO | NUMBER OF PERSONS | NUMBER OF DAYS | SUBSISTENCE COSTS | TRANSPORTATION COSTS | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|------------------------------|-------------------|----------------|-------------------|----------------------|------|-----------|----------------------------|--------|
| IMLS | (1) | (3) | 1000 | 1000 | 2000 | | | 2000 |
| Presentations | (2) | (8) | 4800 | 4800 | | 9600 | | 9600 |
| | () | () | | | | | | |
| | () | () | | | | | | |
| TOTAL TRAVEL COSTS \$ | | | | | 2000 | 9600 | | 11,600 |

Project Budget Form

SECTION 1: DETAILED BUDGET CONTINUED

Year 3

MATERIALS, SUPPLIES AND EQUIPMENT

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|--|----------------------------|------|-----------|-------------------------------|-------|
| Reports, materials, | | 2000 | | | 2000 |
| mailings, presentations | | | | | |
| TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT \$ | | 2000 | | | 2000 |

SERVICES

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|--------------------------------|----------------------------|------|-----------|-------------------------------|-------|
| | | | | | |
| | | | | | |
| TOTAL SERVICES COSTS \$ | | | | | |

OTHER

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|------------------------------|----------------------------|-----------|-----------|-------------------------------|--------|
| Principal Training incentive | | \$ 30,000 | | | 30,000 |
| Graduate Fellowship | 30GF x \$294 x 10 x .50 | \$ 44,100 | | | 44,100 |
| Course Fees | | \$7000 | | | 7000 |
| Advertising | | \$5000 | | | 5000 |
| TOTAL OTHER COSTS \$ | | 186,100 | | | 86,100 |

| | | | | |
|--------------------------------------|--------|------------|---|------------|
| TOTAL DIRECT PROJECT COSTS \$ | 97,700 | 156,415.60 | 0 | 254,115.60 |
|--------------------------------------|--------|------------|---|------------|

INDIRECT COSTS

Select either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using: B

- A. an indirect cost rate which does not exceed 20% of modified total direct costs - may be listed only as cost sharing
- B. an indirect cost rate negotiated with a Federal agency (*copy attached*) - may be requested from IMLS; based *only* on *modified* direct costs (as specified in the negotiated agreement) that are charged to IMLS; additional indirect costs based on the applicant's or partner's contributions may be listed only as cost sharing.

HHS 06/30/02

Name of Federal Agency Expiration Date of Agreement

| | | | | | |
|-----|--------------|------------------|---|-----------|-------------|
| C. | Rate base(s) | Amount(s) | = | \$ | |
| SWB | 4.5% | of \$ 4600 | = | \$ 2070 | (IMLS) |
| SWB | 4.5% | of \$ 146,815.60 | = | \$ 66,067 | (Applicant) |
| | % | of \$ | = | \$ | |

| | IMLS | APPLICANT | PARTNER(S) IF APPLICABLE | TOTAL |
|--|---------|-----------|-----------------------------|--------|
| TOTAL INDIRECT COSTS CHARGED TO | \$ 2070 | 66,067 | 0 | 68,137 |

Project Budget Form

SECTION 2: SUMMARY BUDGET

Name of Applicant Organization Mansfield University of Pennsylvania

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3-2.4 BEFORE PROCEEDING.

| DIRECT COSTS | IMLS | Applicant | Partner(s) (if applicable) | Total |
|------------------------------------|-------------------|-------------------|-------------------------------|-------------------|
| SALARIES & WAGES | | | | |
| FRINGE BENEFITS | | | | |
| CONSULTANT FEES | 8000 | 0 | 0 | 8000 |
| TRAVEL | 26,000 | 24,000 | 0 | 50,000 |
| MATERIALS, SUPPLIES & EQUIPMENT | 7100 | 0 | 0 | 7100 |
| SERVICES | 0 | 0 | 0 | 0 |
| OTHER | 368,500 | 0 | 0 | 368,500 |
| TOTAL DIRECT COSTS | \$ 341,225 | \$ 464,447 | \$ 0 | \$ 805,672 |
| INDIRECT COSTS* | \$ 15,266 | \$ 198,201 | \$ 0 | \$ 213,467 |

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

TOTAL PROJECT COSTS: \$ 1,019,139

| | | |
|---|---------------------|-------------|
| AMOUNT OF CASH-MATCH | \$ 24,000 | \$ 0 |
| AMOUNT OF IN-KIND CONTRIBUTIONS (INSTITUTIONAL COST-SHARING), INCLUDING INDIRECT COSTS | \$ 638,648 | \$ 0 |
| TOTAL AMOUNT OF MATCH (CASH & IN-KIND CONTRIBUTIONS) | \$ 662,648 | |
| AMOUNT REQUESTED FROM IMLS, INCLUDING INDIRECT COSTS | \$ 356,491 ✓ | |
| PERCENTAGE OF TOTAL PROJECT COSTS REQUESTED FROM IMLS | 35% | |
| <small>(MAY NOT EXCEED 50% IF REQUEST EXCEEDS \$250,000 - RESEARCH PROJECTS EXCEPTED, SEE COST SHARING ON PAGE 1.7)</small> | | |

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

If yes, name of agency N/A

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

BUDGET NOTES

1. Salaries and Wages (Permanent Staff)

2. Salaries and Wages (Temporary Staff)

3. Fringe Benefits

4. Consultant fees

- External evaluator fee – campus visits, new instructor site visit, development of evaluation instruments and measures, consulting and evaluation reporting. Estimated total 200 hours of work @ \$40/hour. Year 1 = \$3000.00; year 2 = \$2000.00; year 3 = \$3000.00. Total = **\$8000.00 grant request.**

5. Travel

- Required attendance at IMLS annual meeting, \$2000.00 x 3 annual meetings = **\$6000.00 grant request.**
- Instructor travel and expenses to training site (Pittsburgh) from various locations. 10 persons @ \$2000 = **\$20,000.00 grant request.**

SCALE: SYSTEMIC CHANGE AND LIBRARY EDUCATION

Mansfield University

Budget Notes 2

- Estimated travel/lodging/per diem/conference/booth rental and promotional materials expenses for project personnel to travel to state and national conferences to recruit students, present project design and results (e.g., ALA, AASL, PA Dept. of Education, Commonwealth Libraries, PA elementary and secondary principals associations, other library associations). Travel for Graduate Advisory Committee to recruit and interview graduate fellows. 10 travel events (3 in year 1/3 in year 2/4 in year 3) x average 2 persons/trip x \$1200.00 = **\$24,000.00 contributed by MU.**
- 6. Materials, Supplies and Equipment**
 - Cost of video purchase and duplication for principal training course, \$4.58 x 4 videos x 60 participants = **\$1,100.00 grant request.**
 - Materials and supplies required for reports, presentations, correspondence, instructional materials estimated at **\$6,000.00 grant request.**
- 7. Services**
- 8. Other**
 - Graduate fellowships (50% tuition paid through fellowship) for targeted student population. 60 seats per semester, three years/30 credits to complete degree. Pennsylvania resident tuition rate of \$230 x 30 seats x 30 credits x .50 = \$103,500.00 Non-resident tuition rate of \$330 x 30 seats x 30 credits x .50 = \$148,500.00 Anticipated overall 5% tuition increase over three years = \$12,600.00
Total fellowship expense = **\$264,600.00 grant request** ^{126,000}
(fellows pay 50% tuition, all education fees and tuition for internship/field experience)
 - JonesKnowledge student fees and course mounting fees
60 students x 10 courses x \$35 fee/course = \$21,000.00
60 principals x 1 course x \$35 fee/course + \$800 new course mounting fee = \$2900.00
Total fees = **\$23,900.00 grant request** ^{11,950}
 - Advertising for graduate fellowships in multiple periodicals, journals = **\$80,000.00 grant request.**
Projected advertising items and rates: American Libraries 3 @ \$3880 each; Instructor 2 @ \$6910; Technology and Learning 2 @ \$7096; School Library Journal 3 @ \$4116; Black Collegian 3 @ \$3430; Teacher 2 @ \$4840; Principal 3 @ \$1370.
 - Cost of advertisement, recruiting, interviews of instructors and other project personnel contributed by MU (as part of indirect/facilities and administrative expense).
- 9. Direct Project Costs**
Grant request = \$ 443,525
Contributions = \$ 464,447
Total = \$ 907,972
- 10. Indirect Costs**
ICR of .45 of SWB grant request = \$33,925 x .45 = \$ 15,266
ICR of .45 of SWB contributions = \$440,447 x .45 = \$ 198,201
Total = \$ 213,467
- 11. Total Project Costs**
Grant request = \$ 458,791
Contributions = \$ 662,648
Total = \$ 1,121,439

APPENDICES

A. Online Course Synopsis and Competencies

B. Competencies for Continuing Education Program for School Principals taught by a School Librarian

C. Power Library Information

D. Appropriate Journals and Advertising Rates

E. Criteria for Graduate Fellowship Application

F. Video-based Continuing Education Program Evaluation

G. History of Mansfield/School Library Cooperative Projects H. Online Project Director Job Description

I. IMLS Scale Project Director Job Description J. Resume -Dr. Larry L. Nesbit K. Resume -Larry Schankman

L. Current Online Teacher Resumes

M. Resume -Dr. Robert Berkowitz, Outside Evaluator.