Narrative

Project Justification

Goals & Objectives Supporting Laura Bush 21st Century Librarian Program

San José State University's Dr. Martin Luther King, Jr. Library (SJSU King Library), San José State University's School of Information (SJSU iSchool), and San José Public Library (SJPL) will collaborate to establish *BIPOC Become Librarians (BBL)*, a pilot mentorship and internship program that will introduce undergraduate students who are Black, Indigenous, and People of Color (BIPOC) to careers in Library and Information Science (LIS). The goal of *BBL* aligns with LB21's Goal 1: To recruit, train, develop and retain a diverse workforce of library and archives professionals. Through our work to develop these mentoring and internship programs, *BBL* plans to provide guidance and hands-on learning to BIPOC undergraduate students. Our work plan therefore addresses Goal 1's corresponding Objective 1.1: To develop programs that will encourage students from diverse and underrepresented backgrounds to pursue careers in LIS.

Need Statement

BBL responds to the ongoing lack of diversity in the library and archives professions. In 2020, just 9.5% of librarians identified as Black or African American, 9.9% as Hispanic or Latino (of any race), and 3.5% as Asian-American or Pacific Islander. The most recent comprehensive survey of the archival profession was conducted in 2006, but similarly found that just 7% of archivists identified as people of color. These numbers are not surprising and continue a trend that IMLS showcased in its 2017 forum report, *Positioning Library and Information Science Graduate Programs for 21st Century Practice*. Previously, a survey of credential librarians collected over a ten-year period (1990 to 2000, and again in 2000 to 2010) showed an overwhelming number to be White. The 2020 number confirms this trend, and we expect it will likely continue if not mediated. As IMLS noted in the ICF International assessment of its LB21 program in 2013, "Diversity among librarians is not keeping pace with changes in the U.S. population" (2).

Reasons for the lack of diversity in library and archives professions are as numerous as they are nuanced. Studies over the years have noted the social, economic and cultural barriers, as well as the lack of support BIPOC students face when entering library and archives professions. As a result, graduates of LIS programs often do not reflect the communities they serve, which impacts how librarians engage, provide services to and represent their communities. Again, the ICF International assessment in this area remains applicable today, as ". . . the recruitment and education of diverse individuals to serve the communities they represent takes time, both to enter the ranks and later assume leadership positions" (2).

Proposed Project, Target Group, and Beneficiaries

BBL will expose more BIPOC students to Master of Library and Information Science (MLIS) career paths by focusing on the two areas with the most impact on increasing diversity: mentorship and internship. Our work draws on IMLS-funded projects showcasing how emphasis on early exposure to librarianship coupled with mentoring and hands-on learning represents an effective approach to reaching a key group that may not otherwise consider LIS as a viable career option. These IMLS-funded projects range from SJSU King Library's *Preparing Librarians to Serve Diverse Communities*—a collaboration with SJPL and the National Hispanic University Libraries in 2007—to more recently funded projects such as Hampton University's *Leading the Charge* (2020); Johnson C. Smith University's *Digital Archivists Partnership* (2020); Southern Illinois University's *Diverse Librarianship Career Training and Education Program* (2021); and the Public Library Association's ongoing *Inclusive, Internship, Initiative!* All of these projects include various components of mentorship and internship to support MLIS or high school students as they navigate and explore LIS career paths, with the aim of increasing diversity in the profession.

Similar to the *Diverse Librarianship Career Training and Education Program* and *Inclusive, Internship, Initiative!*, *BBL* looks at early exposure with a focus on BIPOC undergraduate students in urban areas. *BBL* will take our work with undergraduate students a step further by conferring with them to inform and develop both our mentorship and internship programs. Our focus groups with these diverse participants will yield a first-hand understanding of their intersectional needs, challenges, and the barriers they face, which will create a pilot *BBL* program that is truly responsive. Thus, in essence, *BBL* will be a pilot program informed by BIPOC undergraduate students for BIPOC undergraduate students. This direct approach responds to IMLS's forum report's call to "go where the diverse populations already are" by working with

students in the community as well as engaging and responding directly to their needs. In addition, *BBL* incorporates training for the mentors who will be working with the undergraduate students. The training will prepare our mentors to work with BIPOC undergraduate students and keep the needs of these students in mind.

BBL's project goals will benefit from SJSU and SJPL's location in Santa Clara County and the City of San José, the most diverse metro area in the country, which will directly enhance our ability to conduct outreach to BIPOC undergraduate students both in schools and in the community. SJSU will work with our partners on campus, such as the Career Center, and other schools in the area to identify undergraduate students to participate in *BBL*. We will also work with SJPL's 25 locations through its Family Learning Centers and its ongoing engagements with SOMOS Mayfair, African American Community Service Agency, Catholic Charities, and Asian Americans for Community Involvement programs, all of which work with communities of color; such collaborations will allow us to recruit undergraduate students from the broader community. By coordinating across populations, we will be able to target broad communities of BIPOC undergraduates to build a strong pilot program that tears down silos and recruits a more diverse, representative pool of participants.

We anticipate 60 undergraduate students in ten focus groups during the first year of *BBL*. These undergraduate students will continue to the next phase of *BBL* in year two, where they will be paired with a mentor and an internship program.

The cohort of students who participate in our *BBL* mentorship program will certainly benefit from this program, but we also anticipate the beneficiaries of *BBL* will include our immediate partners, who will gain visibility in the short-term, and the broader community, who will gain richer engagement with more diverse perspectives in the long-term. For example, in the short-term, we anticipate our partner SJSU iSchool will experience a higher number of applications for its MLIS program, which will lead to an increase in BIPOC graduates holding MLIS degrees entering the librarian and archival professions. Our partner SJPL, along with many other library systems nationwide, will be able to recruit and hire from a larger pool of MLIS graduates who are BIPOC, which will help them increase diversity in their own libraries as well as in the librarian and archival workforce.

What is more, in the long-term, our work with BIPOC undergraduate students in *BBL* will help expose more students to an MLIS degree and LIS as a viable career choice. Our target group's potential entry into LIS careers will increase diversity in the librarian profession and expand the community's view and engagement with librarians from diverse backgrounds. Public library patrons of large library systems similar to SJPL will be able to engage with librarians who represent the BIPOC community and can bring a deeper and richer perspective to the LIS workforce. As a result, libraries overall will benefit from diversity in their workforce to meet the needs of the broader communities they serve and represent. Other sectors that hire MLIS graduates will also benefit from a growing pool of BIPOC candidates.

Project Work Plan

Tasks and Activities

BBL will increase diversity in the LIS field by exposing BIPOC undergraduate students to different career opportunities requiring an MLIS degree. SJSU King Library, SJSU iSchool and SJPL will collaborate to develop *BBL,* which will include the creation of mentorships and internships that will be piloted in the second year of this planning grant. At the end of the pilot, we plan to have a plug-and-play mentorship-and-internship curriculum that can be implemented broadly to introduce LIS careers to BIPOC undergraduate students. We anticipate *BBL* will increase BIPOC applications to MLIS programs and create a solid pipeline for recruiting a more diverse workforce in the immediate and long term.

Leading *BBL* will be a project team consisting of two SJSU King Library librarians and an archivist, an SJPL community programs administrator, and an SJSU iSchool faculty member, as detailed below. These members will work collectively and, when appropriate, in two-person teams, on the overall planning of *BBL*. Supporting the project team will be one graduate student assistant, who will help with research and program development in the first year, and one project coordinator, who will help with both the research and development phase and the pilot across the two years. The project team will also have the support of an advisory board who will provide broad guidelines and perspectives about BIPOC contexts in the LIS profession throughout the two-year grant period. Our advisors represent and contribute a range of perspectives and experiences to *BBL*, as detailed below.

The project work plan for *BBL* consists of three phases during the two-year grant year period: 1) Research; 2) Program Development; and 3) Pilot. Details for each phase are listed below and outlined in the Schedule of Completion.

Phase 1: Research

Research will occur over a six month period and consists of the following activities: a) outreach and recruitment of BIPOC undergraduate students to participate in 10 focus groups; b) completion of focus group interviews; c) confirmation of mentors and mentees—drawn from SJSU King Library, SJSU iSchool, SJPL, BIPOC librarian associations and focus groups, respectively—as well as of a trainer for mentors; and d) identification of potential internship partners based on an environmental scan of sectors hiring MLIS graduates. To help support each of these activities, we will hire one student graduate assistant and one project coordinator before the research phase begins.

Task 1.1: Recruit BIPOC Undergraduate Students

BBL will work with campus partners, SJSU iSchool, and SJPL to conduct outreach and recruit BIPOC undergraduate students from SJSU as well as from other local colleges and communities. Team A will lead the outreach work to our partners and recruit students. More details on the teams are listed in the Management Plan below.

i. **SJSU Campus Partners:** We will work closely with SJSU's **Career Center** to reach BIPOC students. They offer 1:1 career counseling drop-ins or appointments for under-represented minority students, including (but not limited to) students connected with the Chicanx/Latinx SSC, Black Leadership & Opportunity Center, and Veterans Resource Center, to name a few. The Career Center also hosts a "Diversity Career Week" whose purpose is to empower and prepare SJSU students for career success by connecting them to employers and alumni through a series of career education and recruitment events. Also, we have confirmed participation from the Student Success Centers working in SJSU's College of Education and College of Professional and Global Education in order to offer outreach to their undergraduate students. They will serve as an important outreach avenue to students on campus to promote *BBL* and to recruit students to participate in the focus groups and as mentees.

ii. **SJSU King Library:** We will also recruit students on campus through the library's student-led marketing team, who will help to create outreach materials for *BBL* to promote the project across SJSU King Library's various social media platforms. Other outreach efforts include the library's tabling events at such undergraduate functions as orientation sessions, welcoming events, and student programs held throughout the year. These direct and indirect interactions with undergraduate students will provide multiple opportunities to promote *BBL* and to recruit participants.

iii. **SJSU iSchool:** We will leverage SJSU iSchool's existing marketing and outreach network to recruit BIPOC undergraduate students beyond San José and the Silicon Valley. SJSU iSchool's recruitment practices are a blend of virtual events, online resources, and email communication as well as in-person events at professional conferences and campus grad fairs. These events share information with prospective students and will enable us to reach undergraduates nationally to participate in *BBL*.

iv. **SJPL:** We will collaborate with SJPL's 25 locations to recruit BIPOC undergraduate students from the larger San José community. In particular, SJPL's Family Learning Centers (FLC) serve historically underrepresented and underserved communities. These FLCs are located throughout central and east San José, areas known for higher socio-economic disparities. SJPL will also cross-promote *BBL* opportunities through their existing partners, including SOMOS Mayfair, African American Community Service Agency, Catholic Charities and Asian Americans for Community Involvement. These community-based organizations provide well-respected, holistic services to underrepresented communities. SJPL offers joint ongoing programming with these organizations and supports other key community engagement events throughout the year. Our work with SJPL will allow *BBL* to reach out and recruit students in these communities who may be students at other local universities and community colleges, such as Santa Clara University, DeAnza College, Evergreen Valley College, Mission College, and San José City College.

Task 1.2: Conduct Focus Groups

We will begin our focus group work by asking, "What holds BIPOC students back from applying to MLIS programs as a first step?" By looking deeper into this question, we can better understand why there is a lack of diversity in the LIS profession. Our hypothesis points to both the mystification of an LIS career and the systemic and personal challenges in graduate programs that BIPOC students often encounter, given their intersectional identities and experiences. To delve into our hypothesis and to provide a foundation for *BBL*, we will conduct focus groups with BIPOC undergraduate students to assess which known and unknown factors influence the lack of applications to MLIS programs among BIPOC students. Team A will continue their recruitment work with the students and conduct the focus groups.

We anticipate recruiting 60 students to participate in 10 focus groups that will be held over a three-day period. The focus groups will respond to at least four leading questions to delve into the ongoing barriers BIPOC students face and the types of support they seek to consider LIS careers. Participants will be asked questions that will relate to, among others, the following topics:

1. Their perception of librarianship (including archives, museums) as a profession

2. Their understanding of skills needed for the above

3. Their perceived barriers to entering an MLIS program

4. Their expectations about career prospects

Questions and interview protocols for the focus groups will be developed by the *BBL* team and informed by their research and conversations with the Advisory Board on the intersectional barriers and lack of support BIPOC students face. The *BBL* team will seek IRB approval prior to beginning the focus groups interviews. Team B, detailed below, will lead the work with the advisory board for this phase and throughout the project.

Task 1.3: Identify and Recruit Mentors, Mentees, and Trainers for Mentors

In parallel, mentors will be drawn from our immediate partners. We will invite faculty and staff from SJSU King Library, SJSU iSchool, SJPL, and the BIPOC librarian associations—such as BCALA, CALA, APALA, and REFORMA—to serve as mentors. We anticipate having five mentors, and these individuals will represent a variety of skill sets, experiences and work settings. Along with the mentors, we will recruit approximately 20 mentees from among our focus group participants—we anticipate not all focus group participants will continue as mentees. To round out the cohort for the pilot study, we will recruit more undergraduate students from SJSU and the community by leveraging the networks mentioned above; our target number of mentees is 25. Team C will lead the work to recruit these mentors and mentees.

In addition, Team C will identify and coordinate with the trainers we will hire to prepare mentors and mentees for success. Training mentors and mentees will be an important part of our *BBL* mentorship program as professional recruiting efforts can often depend on interpersonal interactions between mentors and mentees.

To optimize our budget and to benefit from trainers' existing expertise, we will explore different training programs to determine which program will best guide our mentors and mentees during the early stage of the mentorship program; the priorities of this training regimen will be finalized based on the feedback from our focus groups, so we will identify trainers accordingly. At a very least, trainers will help our mentors with the following:

a) Learn about cultural competence (building awareness of one's own world-view, developing positive attitudes toward cultural differences, learning about different cultural practices and worldviews, learning the skills of communication across cultures)

b) Learn about cultural humility (commitment to self-critique, recognition of power imbalances and a desire to address them, and awareness of institutional accountability)

c) Learn about the nature of challenges—socio-economic and race-based, for example—that BIPOC students encounter when thinking of applying to graduate programs

d) Learn to listen to needs and concerns of BIPOC students whose communities have historically not been heard

In parallel, our selected trainers will also work with mentees in a pre-match orientation so that undergraduates can:

a) Understand their responsibilities as mentees

b) Learn about what to expect from mentors

c) Identify roles of those involved in the program

d) Understand the limits of confidentiality and the boundaries of a mentoring relationship

e) Know how to reach out to other *BBL* personnel involved in the program if they have issues or concerns

Once the *BBL* team confirms the list of mentors and mentees advancing to the next phase of the pilot program, we will hold a celebratory lunch for all team members, mentoring leads, mentors, and mentees to jumpstart the community building of the experience.

Task 1.4: Conduct Environmental Scan and Identify Internship Partners

BBL's Team D will use this time to conduct an environmental scan of sectors hiring MLIS graduates. Our scan will cover LIS career paths inside and outside of libraries and archives, including careers in such domains as information brokering, nonprofit research and donor management, transportation, and business. We anticipate identifying potential internship partners who will be able to provide hands-on learning experiences to undergraduate students as they explore potential career opportunities demanding MLIS skills, both within and beyond the LIS fields. In addition to recruiting internship partners, Team D will help mentors match mentees and their interests with internship hosts.

We will begin identifying internship partners by looking at our existing connections at SJSU King Library and SJPL's 25 locations. From these immediate connections, we will move on to other existing partnerships that SJSU holds and explore prospective internship hosts in collaboration with SJSU's Career Center, relevant SJPL programs, and SJSU iSchool's alumni networks/contacts. Mentors and the *BBL* team will share the list of finalized internship partners with the mentees. Mentees will engage with descriptions of the internship hosts and identify the organizations or companies they would like to intern with based on their own interests. The internship partners will provide mentees hands-on learning opportunities that range from job-shadowing to project-based activities to help the latter learn and acquire the skills and expertise for careers in LIS and other relevant fields. To facilitate internship processes, we anticipate mentors will help guide mentees throughout their different hands-on learning opportunities during the pilot phase, as described below.

Task 1.5: Conduct Satisfaction Survey

The different collaborators from SJSU, SJSU iSchool, and SJPL will be asked to share their feedback about the outreach and recruiting strategies, and the *BBL* leadership team will translate these outcomes into best practices we will include in our toolkit during subsequent tasks. At the conclusion of the focus group interviews, participants will also be asked to share their comments about the process; the outcomes of their surveys will inform not only the mentoring/internship plans but also the curriculum we will build and provide within the toolkit (see below).

Phase 2: Program Development

Program development will occur in the second half of the first year. Work during these six months will help us finalize the research conducted in the previous six months, with the following expected outcomes: a) analyze data collected from the focus groups; b) train mentors and mentees; and c) solidify five internship partners.

Task 2.1: Analyze Data

We will analyze the data we have gathered from the focus group discussions and code them for emerging themes using the data analysis software NVivo. In particular, we will identify similarities with existing research and look for additional and unique themes. The findings from this data analysis will help the *BBL* team target training activities and develop our mentorship and internship programs. Also, we anticipate sharing the findings of the focus groups as a part of our dissemination plan at the end of the project. Team A—whose members include two co-PIs who regularly use NVivo in

their teaching and research—will lead this work. In particular, Team A will work with the data gathered and provide guidelines to the graduate student assistant, who will help with data analysis.

Task 2.2 Train Mentors and Mentees

During this task, our training partner will introduce and guide mentors toward cultural humility and cultural competence, as described above. The training program will help the mentors develop:

a) A mentoring curriculum that encompasses operational details (e.g., number of hours per month, length of meetings, goals)

b) Onboarding materials for mentors and mentees (e.g., sample discussion prompts, goal setting)

c) Sample goal-oriented mini projects that will expose mentees to the basics of information retrieval, the ethics of information management, and the discovery of knowledge resources (for instance, those that will help them in their internships)

d) Procedures for assessing the impact of the mentorship program.

Findings from the focus groups (Task 2.1) will help inform the training for the mentorship program. The feedback will also help the trainer orient mentees into the overall mission of *BBL* such that BIPOC concerns can inform the development of the program. Team C will lead this work to oversee the training of the mentors, mentees, and the development of a mentoring curriculum.

Task 2.3: Solidify Internship Partners and Match with Mentees

From our work with partners on and off campus, we will solidify at least five partnerships with companies, organizations, and libraries to participate in *BBL*. We will work with these partners to build both in-person and virtual internships, with guidelines, learning objectives, and possible projects identified for both interns and supervisors. BIPOC students' needs, as gathered from the focus groups, will inform these guidelines, objectives, and projects. Meanwhile, as mentioned above, the mentees will be able to explore potential internship projects and identify the skills they will learn to choose an internship host that matches their needs. Each internship partner will benefit from hosting at least five mentees, since *BBL* will have already exposed mentees to foundational skills in knowledge management, classification standards and principles, and other topics during their work with mentors in the first six months of the pilot, as detailed below. We hope to have at least five mentors and at least five internship partners representing companies, libraries or organizations; depending on how many commitments we can gain from mentors/internship hosts, these volunteers will interface with more or fewer mentees. Team D will lead this work with the internship partners.

Task 2.4: Conduct Satisfaction Survey

As described in Task 1.5, in this task, mentors and mentees will be asked to share their feedback with regards to the quality of training they received. Prospective internship hosts will also be asked to share their feedback on the effectiveness of the goal setting process. All responses will help inform resources we will assemble within our toolkit.

Phase 3: Pilot

In our second year, we will pilot our mentorship and internship programs. Lessons learned from our pilot will help us to further refine *BBL*. The entire *BBL* team will work on the pilot.

Ultimately, we envision *BBL* to be a plug-and-play mentorship-and-internship curriculum. Our curriculum will layer one-on-one mentorships with formal workplace internships to enable mentees to experience hands-on learning alongside a personalized mentoring program that may be in-person or virtual. The final product of our pilot study will be (1) a ready-to-start internship program that will support the employers/institutions who host interns, and (2) a ready-to-engage mentoring program that will support BIPOC participants exploring LIS careers.

Task 3.1: Launch Mentorship: First six months

The mentor and mentee collaboration will cover the following subtasks during the first six months of the pilot:

a) Develop their weekly meeting schedule.

b) Co-develop goal-based activities—such as job-shadowing—so mentees can gain exposure to different aspects of LIS work.

c) Work with the *BBL* team to engage with the internship hosts.

d) Develop schedules for proposed internships.

e) Organize meetings between hosts and mentees to co-develop projects.

f) Collaborate on how to develop shared goals for internships between hosts and mentees.

The outcomes of these activities will feed into the actual internship goals and projects. The *BBL* team will also use these outcomes to shape the curriculum in our toolkit.

Task 3.1.2: Conduct Satisfaction Survey

The *BBL* team will conduct a brief satisfaction survey among mentors and mentees to gain insights about their experiences in working and learning together. Through separate questionnaires, mentors and mentees will be asked to share feedback on the effectiveness of the training they received vis-a-vis their experiences with each other.

Task 3.2: Offer Internship and Continue Mentorships

While we will amend our plans based on the outcomes of this planning grant's first year, we anticipate the following activities will contribute to our internship curriculum in the second six months of the pilot:

a) By the end of the first year, we will have lined up at least five internship hosts to hold one or two introductory meetings with mentors and mentees to kick off the pilot.

b) Within four weeks, mentees/interns will work with the internship hosts to co-develop a schedule of meetings and a set of learning projects.

c) Mentors will hold separate check-ins every week with the mentees/interns and the internship hosts to address any issues or concerns as well as to assess the mentee/intern's growth during the pilot.

Task 3.2.1: Conduct exit survey and satisfaction survey

At the end of the pilot, we will conduct exit interviews with mentees/interns, mentors and internship hosts to evaluate the impact of both the internship and the mentorship programs. We will especially compare pre-/post-experience perspectives by exploring how mentors and mentees describe their final experience with how they previously described their expectations (e.g., during the focus group interviews). This comparison will help the *BBL* team identify actual learning and evaluate the curriculum's impact. Mentees will also respond to a brief satisfaction survey to assess the quality of the mentorship they received vis-a-vis their work with internship hosts as well as the effectiveness of the match with the hosts. Internship hosts will also complete a satisfaction survey concerning the efficiency of the program and their experience with mentees, mentors, and the *BBL* team. This assessment will therefore reveal the effectiveness of the project's overall goal as well as the efficiency of the planning and implementation of the pilot.

Task 3.3: Finalize Plug-and-play Curriculum via the Shareable Toolkit of *BBL* Resources
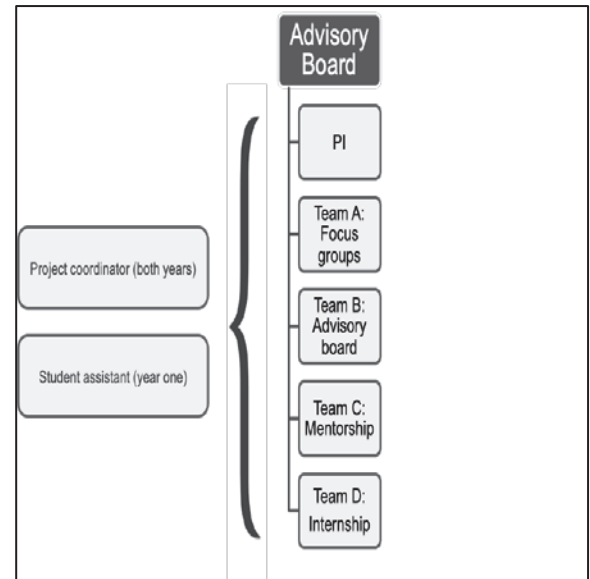
We will close the pilot phase, and this overall planning project, by finalizing and consolidating all *BBL*'s programmatic materials into a toolkit featuring shareable resources from our project. We anticipate these resources will encompass the lessons learned and best practices that we have gained during the course of our two-year planning work. In particular, the toolkit will include: 1) a template for recruiting BIPOC undergraduate students from schools and the community; 2) an outline of the methodologies and protocols gathered from the mentor and mentees' training regimen; 3) an outreach plan for contacting prospective internship hosts; 4) the plug-and-play mentorship and internship curriculum; and 5) a guideline for assessment strategies. The materials we will combine for this toolkit will be iteratively under development throughout both years of this project; so this task will represent the final production of the curriculum toolkit. The entire *BBL* project team will contribute to the completion of this task.

Management Plan

Leading *BBL* will be Mantra Roy, Collection Strategy Librarian at SJSU, who will serve as the Principal Investigator (PI). Working with Roy as co-Principal Investigators will be Jane Dodge, Librarian at SJSU; Carli Lowe, University Archivist at SJSU; Karla Alvarez, Community Programs Administrator at SJPL; and Michele Villagran, Assistant Professor at SJSU iSchool. All will work together to plan the activities and timeline of *BBL*.

To distribute the workload of this ambitious project and to confirm project objectives are completed efficiently, our five-person project team will be paired into two-person sub teams, with team members belonging to more than one team. The sub teams will work together to execute and manage the activities of *BBL* with the support of the graduate student assistant and project coordinator, described below. The two-person teams will be finalized upon this project's being awarded funding, but will likely consist of the following:

BBL Organizational Chart

   a) Team A: Two co-PIs will work with campus and community partners to recruit focus group participants, develop focus group questions, lead the focus groups interviews and analyze the data.

   b) Team B: Two co-PIs will coordinate with the Advisory Board and schedule meetings and share notes with the whole team. They will also work with the other teams, as needed, to provide additional support.

   c) Team C: Two co-PIs will engage in the details of the mentoring program, namely by finalizing the trainers, setting up schedules with prospective mentors and mentees, and planning the celebratory event.

   d) Team D: Two co-PIs will collaborate with partners at SJSU, SJPL, and SJSU iSchool to engage with internship hosts, finalize learning projects and recruit more BIPOC undergraduate students for mentees.

The four teams will meet monthly through Zoom to update each other on progress, brainstorm ideas, and offer assistance and resources. All teams will assess their own progress and share their efforts with the PI.

Supporting the project team will be a graduate student assistant and a project coordinator. The graduate student assistant will be hired from SJSU iSchool and will help the project team with the research and program development activities during the first year. We will hire the project coordinator either from SJSU's or SJPL's librarian and staff pool, and this coordinator will help the project team with planning activities throughout the two-year grant period.

To confirm our Project Work Plan incorporates broad stakeholder perspectives, our advisory board will provide broad guidelines and perspectives about BIPOC contexts in the LIS profession and beyond. This diverse advisory board includes: 1) Zakiya Collier, first Digital Archivist at the Schomburg Center for Research in Black Culture, NYPL; 2) Sandra Deleon, Career Counselor at SJSU; 3) Twanna Hodge, Diversity, Equity, & Inclusion Librarian at University of Florida; 4) Lydia Tang, Archivist and Outreach and Engagement Coordinator at LYRASIS; and 5) Patricia Wong, City Librarian in the City of Santa Clara. The Advisory Board members, many of whom have led and mentored BIPOC members of the LIS community, will advise on different aspects of BBL's development such that the mentoring-internship programs will encourage BIPOC undergraduates to apply for MLIS programs and explore the different career paths in the LIS fields and beyond.

Additional Resources to Support Project Completion

SJSU King Library, SJSU iSchool, and SJPL will each contribute in-kind resources needed to carry out *BBL*, especially in the form of support for the staff who will be involved in hiring the graduate student assistant and the project coordinator.

Additionally, as the project team will work on *BBL* in conjunction with their regular teaching and work responsibilities, the research team will benefit from work spaces and technologies provided through our institutions. Other resources include IT support, which SJSU King Library's IT team will be able to provide in-house with minimal grant support. IT support will help the virtual work of *BBL*, particularly the proposed virtual internships with our internship hosts. Other IT support will include wireless hotspots and laptops for focus group participants, mentees, and mentors.

Additional participants involved in *BBL* consist of focus group members, mentors, trainers, and our advisory board. Each group plays an important role in the development of the project and will contribute respectively to each phase of *BBL*. As described in our budget, "support for participants" will cover costs ranging from incentives to stipends, which will be used to acknowledge these participants' time and contributions to *BBL*.

Incorporating Our Target Group in Our Management Plan

BIPOC undergraduate students play a key and foundational role in *BBL* and will help to inform each phase of the project. Beginning with their participation in the focus groups, this target group will provide significant qualitative data through interviews and group discussions. The data collected from the focus groups will also inform the next phase, especially in terms of shaping the training of the mentors. Many of the focus group participants will also become mentees, and their feedback will help tailor both mentoring and internship programs to meet their specific needs in the pilot phase. As needed and through the established communication channel between mentors and the *BBL* research team, we will integrate feedback about mentee experience throughout the two-year project to confirm our final curriculum is well-balanced for the needs of our target community.

Tracking Progress

Progress will be tracked both monthly and at the beginning and ending of each phase of *BBL*. Monthly, the four teams will meet to report and share progress in their respective activity. They will discuss concerns or successes regarding:

- The effectiveness of the planned steps and strategies;
- The efficiency of different steps taken to achieve the goals of the planned activities;
- The quality of the research conducted and the trainings offered
- The timeliness of the different phases as planned and of changes that need to be made to address unforeseen circumstances.

For further information, we refer our reviewers to the Performance Measurement Plan below.

The PI will consolidate the reports with the support of the graduate student assistant to review and track the team's progress. The four teams will use tools such as Gantt charts to share and track their progress with each other. At each phase, the PI will check the status of each planned action and follow up with resources and additional support with the teams as needed. We will share these outcomes with IMLS in our progress reports.

Dissemination Plan

At the end of the two years, we will have a pilot *BBL* along with our toolkit, which will help us share the program through such stakeholder communities as BIPOC librarian associations and the Online Computer Library Center (OCLC). In addition to our toolkit, we will also develop an open access report detailing the findings of the focus groups. We plan to present these findings at such conferences as the Association for Library and Information Science Education (ALISE), American Library Association (ALA) and conferences hosted by MLIS programs. We will also host our toolkit and discuss our findings on SJSU King Library's, SJSU iSchool's, SJPL's and the BIPOC librarian associations' websites and social media channels. These dissemination pathways will each support the extension of this work to new and broader stakeholder communities, which we hope will extend the reach of this planning project's outcomes.

Diversity Plan

Increasing diversity is at the core of our planning for *BBL* as we seek to develop recruitment strategies aimed at BIPOC and to build internship and mentorship programs for this group of students. Beginning with the project team and leading into our Advisory Board, we have assembled a very diverse profile.

Our first task of conducting focus group interviews with BIPOC undergraduates ensures that we incorporate diverse perspectives as the foundation of our project. BIPOC mentees, many of whom will have participated in the focus groups, will also have direct communication with the *BBL* team to confirm that a diversity of possible concerns and viewpoints continue to inform the development of the program.

The composition of the *BBL* planning team centers diversity, equity and inclusion at the heart of the initiative's design. With a team that identifies as Latina, Black, Asian Indian and Caucasian, this interdisciplinary team designed *BBL* activities and goals based on lived experiences regarding opportunity gaps, barriers and exclusionary practices that prevent the further participation of communities of color in the library field. The diversity of backgrounds present in the planning team has already yielded a collaborative project design that has identified inviting activities, supportive spaces and inclusive approaches that will be culturally appropriate and sensitive to the targeted audience.

Additionally, the incorporation of a strong Advisory Board representing Black, Asian, Black/Afro-Caribbean, and Latina perspectives ensures that *BBL*'s long-term strategic goals align with feasible yet critical structural factors that hinder further BIPOC growth in the field. Each member's individual leadership journeys will guide the mentorship, training and pathway development opportunities for the project. Most importantly, the Advisors' involvement and accomplishments as recognized BIPOC leaders will add legitimacy to prospective students and participants in the pilot of *BBL*.

Project Results

BBL will ensure that BIPOC undergraduate students who participate in the project will have the knowledge and support they need to pursue MLIS education and careers. As described above, the *BBL* team will conduct post-activity surveys, which we hope will show at least 70% of our undergraduate student participants found the activities useful for their continued growth in the field. Such a metric will provide explicit confirmation of this project's effectiveness.

Additionally, as part of our toolkit development, mentors in the program will develop onboarding materials, resources for culturally sensitive student engagement and relationship-building strategies. SJPL's Equity working groups will also draw on the recommended materials to explore additional mentorship opportunities with its staff, particularly through SJPL's Racial Equity Team and efforts through its Affinity and Ally groups. These activities will translate the output of this planning project into farther-reaching programs in the near and long term.

BBL's deliverables will also include the development of a toolkit of shareable items from our two-year planning work, as detailed above, which can be used by other organizations for similar programs. The project coordinator will integrate feedback from surveys to refine the toolkit and make it available to any interested library system for use and adoption nationwide. By adapting the different items from the toolkit—such as outreach strategies to recruit BIPOC students and/or focus group questions—into potential research questions or methodologies for including other relevant communities, future users will be able to implement the phases of the *BBL* project with lower costs, given our resources' extensive foreplanning. What is more, by documenting our processes, seeking feedback from our advisory board, and conducting ongoing assessment, we will be able to identify and expand upon the aspects of *BBL* that will be applicable beyond San José, which will help extend *BBL* methodologies to larger audiences.

In addition, the *BBL* team will disseminate *BBL's* results and lessons learned at conferences and through Open Access publications, and we anticipate the team will be prepared to consult on similar projects developed by other organizations. Such outcomes will help leverage this mentorship-and-internship planning project into a thought-leadership program that will advance the inclusiveness of the entire LIS field.

Lastly, the *BBL* team will offer advisory support to the mentees who decide to apply for MLIS programs by gathering resources to help in the application process or by connecting them with qualified personnel on campus or at SJPL sites who will guide them during the application process. We hope that the interactions and formal mentorships our mentees receive throughout this program will yield continued, informal mentorships for BIPOC students into their MLIS degrees and LIS careers.

Schedule of Completion

Table 1: Year 1, Phase 1 & 2 schedule of activities

Phase 1

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Task 1.1: Recruit BIPOC Undergraduates	■	■										
Task 1.2: Conduct Focus Groups			■	■								
Task 1.3: Identify and Recruit Mentors, Mentees, and Trainers	■	■	■	■								
Task 1.4: Conduct Environmental Scan and Identify Internship Partners	■	■	■	■	■							
Task 1.5: Conduct Satisfaction Survey					■							

Phase 2

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Task 2.1: Analyze Data						■	■					
Task 2.2: Train Mentors and Mentees							■	■	■			
Task 2.3: Solidify Internship Partners and Match with Mentees									■	■	■	■
Task 2.4: Conduct Satisfaction Survey												■
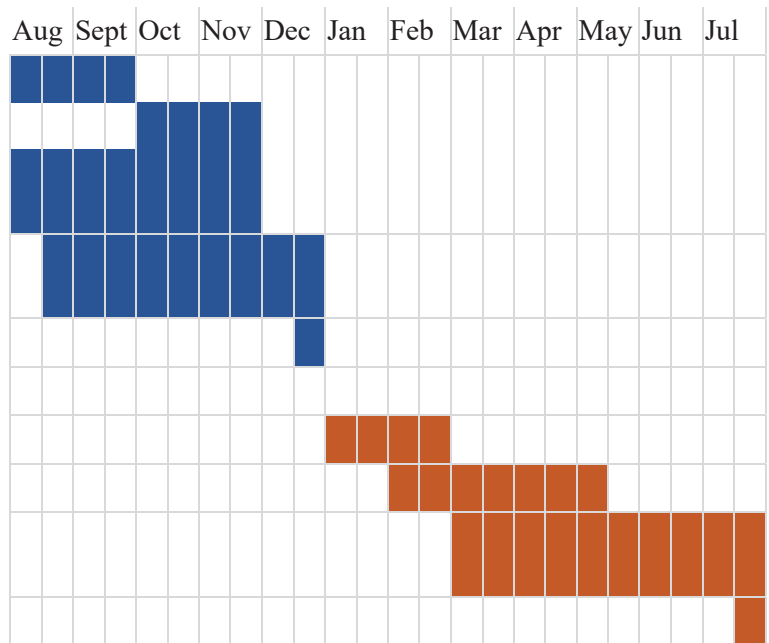
Table 2: Year 2, Phase 3 schedule of activities

Phase 3

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Task 3.1: Launch Mentorship	■	■	■	■	■	■	■	■	■			
Task 3.1.2: Conduct Satisfaction Survey	■	■	■	■	■	■	■	■	■			
Task 3.2: Offer Internship and Continue Mentorships			■	■	■	■	■	■	■			
Task 3.2.1: Conduct exit survey and satisfaction survey			■	■	■	■	■	■	■			
Task 3.3: Finalize Plug and Play Curriculum										■	■	■
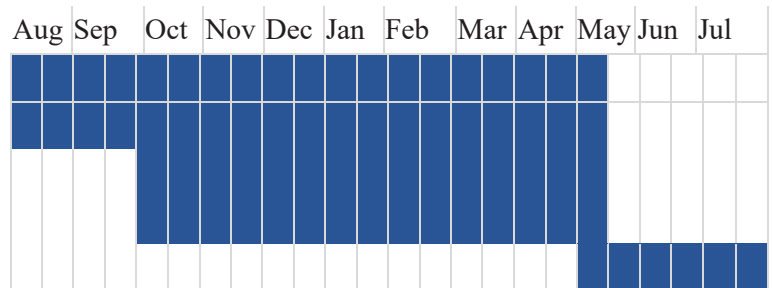
Digital Products Plan

The *BBL* team will finalize and consolidate all of *BBL*'s programmatic materials into a toolkit featuring shareable resources from our project. We anticipate these resources will encompass the lessons learned and best practices that we have gained during the course of our two-year planning work.

Type

In particular, the toolkit will include:

1) A template for recruiting BIPOC undergraduate students from schools and the community
2) An outline of the methodologies and protocols gathered from the mentor and mentees' training regimen
3) An outreach plan for contacting prospective internship hosts
4) The plug-and-play mentorship and internship curriculum
5) A guideline for assessment strategies

We anticipate these resources to be documents, PowerPoint presentations and pdfs.

Availability

The toolkit will be available as a Google Drive folder and access will be available through direct email to the *BBL* team. The Google link to the Drive will be shared at conferences and in an Open Access report that the team will publish.

Access

Each document will be downloadable and will have the Creative Commons license of CC-BY-SA.

Sustainability

To sustain the toolkit, the *BBL* team will share it as a part of our dissemination plan that includes our work with such stakeholder communities as BIPOC librarian associations and the Online Computer Library Center (OCLC). We will also share it at conferences such as the Association for Library and Information Science Education (ALISE), American Library Association (ALA) and conferences hosted by MLIS programs where we will speak about *BBL*. Lastly, we will also share the toolkit on SJSU King Library's, SJSU iSchool's, SJPL's and the BIPOC librarian associations' websites and social media channels. These dissemination pathways will each support the extension of the toolkit to new and broader stakeholder communities.

Organizational Profile

San José State University's (SJSU) mission is to enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship. It is the oldest campus in the California State University (CSU) system and the only public university in Silicon Valley. Founded in 1857 as Minns' Evening Normal School in San Francisco by George Minns, the school focused on training teachers. It became a part of the California State Normal School in 1862 and moved to San José in 1871. The school grew over the years and was granted university status in 1972. In 1974, the California legislature voted San José State University as its legal name. As a member institution of the CSU system, SJSU falls under the jurisdiction of the California State University Board of Trustees and the chancellor of the California State University. The chief executive of SJSU is the university president who is presently interim President Steve Perez. SJSU is accredited by the Western Association of Schools and Colleges.

SJSU's Dr. Martin Luther King, Jr. Library (SJSU King Library) is a joint collaboration between SJSU and the City of San José. Opened in 2003, it serves as the university library for SJSU and the main branch for San José Public Library (SJPL). SJSU King Library's mission is to bring people, ideas, and information together through its spaces, resources, and expertise to facilitate community building, innovation, and knowledge creation. It serves SJSU's diverse population of 35,000 students and the campus's nine colleges, which includes close to 2,000 faculty and lecturers. SJSU King Library's collections span over one million printed books and close to 1.2 million ebooks, as well as databases, journals, and a range of technology equipment (e.g., laptops, microphones, calculators) that it lends to students. SJSU King Library's collections of printed books and e-books and electronic resources are available to both SJSU students and faculty and public library patrons. Along with its collections, SJSU King Library offers various learning spaces for students and faculty to study and teach throughout its building. SJSU King Library is also home to the Ira F. Brilliant Center for Beethoven Studies; the Martha Heasley Cox Center for Steinbeck Studies; the Africana, Asian American, Chicano and Native American (AAACNA) Studies Center; and SJSU's Special Collections and Archives. All hosts free lectures, concerts, and readings throughout the year that are open to the public.

Working in partnership with SJSU King Library is SJPL, whose mission is to enrich lives by fostering lifelong learning and by ensuring that every member of the community has access to a vast array of ideas and information. SJPL has 25 branches in its system, with the King Library serving as its main branch and administrative office. In 2019-2020, it received over four million visitors and over two million visits online; it holds over two million items in its collection covering 91 languages to serve the diverse Asian (35.9%), Hispanic or Latino (31.6%) and Black or African American (3%) communities in the City of San José. Along with its collections, SJPL offers study rooms in the King Library and events and programming throughout the year, ranging from story time for children to language classes for adults. SJPL's main branch also houses the California Room (CA Room), an archive that collects materials germane to California history with a focus on the City of San José and Santa Clara Valley. The CA Room often holds public humanities events in collaboration with SJSU King Library's AAACNA Studies Center.

As a joint-use library, SJSU King Library and SJPL experience both the challenges and opportunities that two distinct library systems would encounter while working together in one building—namely, addressing the needs of respective stakeholders while sharing the same space. While challenging at times, this alliance enables librarians and staff from each library system to work together and learn from each other, which helps develop best practices to improve the services, resources, and learning tools provided to the SJSU and public communities. This rare partnership has led to awards, such the Library of the Year from Thomson Gale/Library Journal in 2004, and notable public and private grants throughout the years, including from the John S. and James L. Knight Foundation, the National Endowment for the Humanities, and the Institute for Museum and Library Service among others. The King Library is heading toward its 20th anniversary in 2023, a testament that the partnership between SJSU and the City of San José is not only unique but also thriving.