

University of North Texas
Departments of Information Science, Learning Technologies, and Linguistics
School Librarians Facilitating the Success of English Language Learners
2021 IMLS Laura Bush 21st Century Librarian Program Grant

Project Narrative

The University of North Texas (UNT) Departments of Information Science, Learning Technologies, and Linguistics, in partnership with the International Association of School Librarians (IASL), will implement a national forum about building the capacity of school librarians to provide services for English Language Learners (ELLs). \$149,605 is requested from IMLS. The forum will provide training and host a discussion to identify the best practices for implementing programming for ELLs using evidence-based practices. The anticipated outcomes are a white paper with an action plan incorporating the forum activities and participant feedback and a toolkit featuring resources and research-based strategies for serving ELLs in school libraries. Materials will be hosted on a freely available website.

STATEMENT OF BROAD NEED

This exploratory national forum project addresses a crucial training need to build school librarians' capacity to provide services to ELLs. According to the U.S. census, the U.S. continues to grow in diversity. Approximately 5 million ELL students are attending public schools in the U.S.¹ When ELLs attend school, they are often fully emerged in the curriculum and expected to thrive². Zacarian notes that a lack of teacher training for working with ELLs results in a disproportionate number of ELL students being placed in special education.^{3,4} School librarians can help ELLs students by providing them with learning opportunities in safe, nurturing environments⁴. Linguist and ELL researcher Stephen Krashen^{2, 6} further asserts that libraries are essential for English language acquisition, and libraries should be supported by librarians that understand how to connect children to literature. School librarians can benefit from specialized training to provide effective programming for ELLs.

Teacher preparation programs offer full degrees or certificates for teaching ELLs. In some states, teachers complete professional development hours to add an endorsement (See SupportingDoc4.) Many school librarians have prior teaching and training experience relevant to teaching diverse learners. The preparation standards for school librarianship programs suggest the need for coursework for supporting diversity.⁷ Still, the prevalence of degrees, certificates, and endorsements for advanced training in the topic indicates that teaching ELLs is not covered in depth during teacher or school librarianship programs. If a teacher does not have a degree in teaching ELLs, they must seek additional training. Outside of professional development offered by school districts, acquiring additional training can be costly and time-consuming.

In preparation for this proposal and to illustrate the need for ELL training, a pilot study was conducted with two groups: 1) 107 pre-service school librarians in a master's level program and 2) recently certified school librarians. (See Supporting Document 1.) While the results are based on self-reporting, they provide a window into school librarians' needs regarding ELL training. Most participants (94.39%) wanted to learn more about helping ELLs in the school library. The participants rated their skills and understanding of competencies related to working with ELLs on a scale of 1 to 5, with 1 being the lowest rating. A majority (79.43%) of responses indicated some level of difficulty (i.e., scores of 3 or below) using technology in the library to enhance learning opportunities specifically for ELLs. Most participants scored themselves between levels 1 and 3 in their knowledge of the historical and contemporary perspectives on culturally diverse education (68.22%), knowledge of the customs, beliefs, and values of different racial and ethnic groups (61.68%), and understanding

of how to develop an integrated multicultural lesson plan for ELLs (64.15%). According to these results, more school librarian training is needed for these skills.

Moreover, the need for collaborative strategies for educating ELLs is urgent. The COVID virus has impeded their education. Schools are implementing remote learning, and teachers are using digital resources less with ELLs because of concerns about home access.⁸ ELL teachers are also more likely to use general digital resources than those designed for ELLs. ELL teachers report receiving less professional development for using digital resources than regular classroom teachers.⁸ The United States Department of Education has responded to the COVID crisis' impact on ELLs by issuing guidelines urging ELLs' education and services to continue through distancing learning.⁹ Recommended accommodations include captioned videos, accessible or translated reading materials, and other technological solutions such as software. Though there are recommendations, the lack of training for using digital resources with ELLs indicates that ELLs and native English speakers' educational gap will continue to widen during the pandemic.

The lack of digital resources is not the issue related to ELLs. Although there are ELL programs for teachers, a key issue facing current ELL programs in the U.S. is that the supply of ELL teachers does not meet the demand. The U.S. Department of Education reported that 10% (or over 5 million) K-12 school students were ELLs in the 2018–19 school year.¹⁰ The ELL student population grew dramatically by more than 1 million from 2000 to 2018, and the estimated number of additional teachers needed has increased by 29.4% each year since 2016.¹¹ The rapid increase in the ELL student population and the shortage of ELL teachers pose a significant challenge as the pandemic has caused budget cuts that impact the low-income schools that ELLs attend.¹² Moreover, 2021 welcomed a migrant surge at the U.S. southern border.¹³ To improve ELL teaching, there is a strong need to provide more support and better resources for ELL education that reflect the collaborative efforts of ELL stakeholders such as linguists, school administrators, ELL teachers, ELL learners, and their parents.

School librarians can facilitate teachers' training and education of ELLs by providing them with digital resources, reading materials, and lessons and programming to support multiple literacies.¹⁴ Beyond the provision of material resources, school librarians themselves have the potential to be school community catalysts that connect ELLs with community partners. According to a School Library Journal study, the COVID virus has highlighted school librarians' role in offering professional development and providing digital resources for curriculum support.¹⁵ However, just 40% of school librarians have received training for developing distance learning opportunities.

Murphy indicates that schools, where there are over 25% ELL learners, report less than 10 percent of their library materials are non-English.¹⁶ Although school librarians articulate the vital role a school librarian can play in addressing the needs of ELL students; many schools struggle to include diverse, cultural materials in their collection. Murphy cites funding and a lack of identified resources as significant contributors to the lack of resources. The proposed project would provide information on locating and providing resources. The proposed forum can address these urgent training needs in reference to ELLs. The website, free action plan white paper, and project toolkit will offer cost-effective resources to school librarianship training programs, school districts, ELL teachers, and other ELL stakeholders.

Distinguishing This Proposal from Awarded IMLS Grants

Keyword searches were completed in the IMLS database of awarded grants to understand how IMLS funding is distributed to address the stakeholders listed in this proposal. A search for “English Language Learners” for the Office of Library services returned 4 grants between 1997 and 2020. One grant was for a museum-library collaboration. In addition, one grant provided training to educators (ELL teachers). Similarly, another search

was conducted for immigrants. Fifteen results were returned. Grants like those submitted by Sant Ana Public Library (LG-07-14-0067-14) and the University of Washington (LG-06-12-0587-12) targeted youth services. None of these grants were for school libraries.

A query for school administrators returned 17 results. Three of the results referred to public school administrators. For instance, Valley City State University (RE-06-11-0109-11) wrote a grant to train collaborative teams of school librarians, school administrators, and classroom teachers in 2011. The Antioch University (RE-246368-OLS-20) is researching how school administrators are making decisions about school librarians. Yet, the school administrator grants did not address ELLs and training for school librarians.

Similarly, a search for linguistics found twenty-eight grants. These grants did not focus on training opportunities to expand school librarians' capacity to collaborate with linguists. The connection would be beneficial because linguists create college-level curriculums for educating teachers about how to instruct ELLs. The search for educational technologists did not yield results. Given the overlap between educational technologists' and school librarians' roles,¹⁸ and how both are instrumental for developing ELLs' learning opportunities, the potential for collaborative relationships should be explored in-depth.

The IMLS grant searches conducted in preparation for this proposal reveal that, in general, there is a gap in funding to understand how professionals such as linguists and school administrators can collaborate with school librarians. Bringing these groups together is crucial because they exist as silos within the educational system. Stakeholders working together can design projects with better opportunities for ELLs. Even more relevant to this proposal is the opportunity to work with linguists, school administrators, and social workers to facilitate learning for ELLs. While there is library collaboration with the stakeholder groups, there has not been a grant that brings together all the stakeholders listed for participation in this forum proposal.

Therefore, in addition to several IMLS projects implemented to assist ELLs in public libraries and museums, the proposed project will enhance what is already known. Specifically, it will bring the school library community and stakeholders such as linguists, the ELL community, public librarians, educational technologists, teachers, and school administrators. Providing excellent services for students goes well beyond the 8 hours in which they are in school, and all students need to know how to access resources, use technology, and read to succeed in life.

PROJECT DESIGN

This project is designed to build the capacity of school librarians to be community catalysts that meet the needs of ELLs. School librarians will gain the expertise to provide educational opportunities for ELLs, that capitalize upon synergistic relationships with ELL stakeholders. Based on the preliminary study conducted for this proposal. (See Supporting Document 1.) According to the results, the sample of school librarians agreed that there is a need for more training to assist ELLs. Also, it is considered that teacher preparation outside of those designed specifically for teaching ELLs,^{3,17} and school librarianship programs¹⁴ do not extensively address teaching ELLs. Based on the current shortage of ELL teachers,¹² the surge of migrant children entering the U.S.,¹³ and the learning gap that ELLs are experiencing because of technology and the ongoing pandemic⁸, school librarians' ability to provide optimal programming is essential.¹⁵ Hence, materials developed from the forum can help school librarians increase school library access for ELL students by understanding the best practices for serving them and by providing an action plan for the school library community to transform and maximize the traditional literacy services¹⁴ that are offered.

The School Librarians Facilitating the Success of English Language Learners forum will engage a group of 24 experts to accomplish the following two goals.

- Goal 1: Create a toolkit with resources and research-based strategies that school librarians can use for working with ELLs.
- Goal 2: Develop a white paper with an action plan for future school librarian training and serving ELLs in school libraries.

The project will be conducted in nine phases over two years. In addition to the face-to-face forum, the phases will utilize technology to maximize participation with an online pre-forum discussion, an online post-forum discussion, and webinars. Zoom will be used for online synchronous discussions, and VoiceThread will be used for follow-up asynchronous discussions. The Zoom session and the online pre-forum discussion will encourage the participants to build relationships and begin preparing for the face-to-face forum. The online activities will assist the project team with collecting data essential for planning the face-to-face forum. The online post-forum will enable the project team and the advisory board to evaluate materials and debrief after participating in project activities. The resulting content will be incorporated into the project toolkit and white paper.

Phase 1: Project Initiation (Sept.- Oct. 2021)-The project student assistant and consultants will be hired. A webpage will be designed. The Institutional Review Board application will be submitted to collect data.

Outcome: permission to collect data, key personnel hired, viewable website

Phase 2: Project Planning (Nov. – Dec. 2021)-The project PI and Co-PI's will meet with the advisory board and project evaluator to plan the online pre-forum discussion and forum activities.

Outcome: development of pre-forum discussion materials, pre-form discussion and forum exercises and topics identified

Phase 3: Advertisement & Participant Selection (Jan. – Feb. 2022)- An application will be placed on the website. See Supporting Document 6 to view the listerv/email announcement and application. See Supporting Document 12 to view the criteria that will be used to select the participants. All participants are expected to be experts in their area. The team will select educational technologists, school librarians, ELL students, ELL parents, school librarian educators, ELL teachers, school administrators, and members of ALA's ethnic Caucuses. The online announcements and invitation emails to experts will be initiated to recruit participants. The team will review applications which will include a question about professional development needs, resources for ELLs, and forum topics.

Outcome: professional development needs assessment data, identification of resources for the reading list, participants selected

Phase 4: Pre-Forum Discussion (Feb. – April 2022)-The online pre-forum discussion will be completed in a Zoom session and a follow-up VoiceThread discussion. A Zoom session featuring a panel of school librarians, school administrators, and teachers who have successfully led ELL initiatives will be presented. A VoiceThread discussion will be used to follow up on the Zoom session. Participants will introduce themselves and discuss how they interact with ELLs. Participants will also discuss readings that will be assigned for the face-to-face forum. The PI and Co-PI's will moderate the discussion to elicit more in-depth responses and facilitate participant engagement. The team will analyze the discussion responses. The pre-forum discussion results will be placed on the website. IASL will distribute results too.

Outcome: the first dataset for the project, participants introduced, relationships initiated, forum breakout session topics identified

Phase 5: Forum (May 2022)-The forum will be hosted to bring together multiple stakeholders to discuss school librarians' training needs for working with ELLs. Data will be collected during the forum via open responses, debriefing exercises, and breakout sessions with interactive activities. See Supporting Document 10 for a list of preliminary discussion topics.

Outcome: data collected for best practices, resources for the toolkit, initial ideas for action plan white paper

Phase 6: Initial Data Analysis (Jun – July 2022)- The survey results will be analyzed, and an initial report will be created. The report will be sent to the workshop facilitator to inform the workshop activities for the toolkit creation. **Outcome:** initial forum report created; workshop facilitator develops workshop activities for toolkit creation

Phase 7: Toolkit & White Paper Creation (Aug. – Oct. 2022)- The project team will use the data gathered during the forum and preliminary pre-forum discussion to further develop the project website, toolkit, and white paper. The project evaluator will be instrumental in evaluating the resources. They will assess the project activities and assist with creating a report that compiles the findings for best practices and the next steps for training school librarians. This information will be incorporated into the project's final report, and action plan white paper. The team will attend the workshop and create the toolkit. The white paper will be drafted based on the initial report.

Outcome: toolkit and white paper, the further development of the project website

Phase 8: Evaluation (Nov. 2022 – Jan. 2023)- The draft toolkit and white paper will be distributed to the participants along with a survey for feedback. An online post-forum discussion will be held to discuss their feedback, suggestions for improvement, and additional information that may be included. The toolkit and white paper will be edited based on the recommendations.

Outcome: draft toolkit and action plan white papers evaluated, revisions made

Phase 9: Dissemination (Feb. 2023- Aug. 2023)-The final toolkit and white paper will be shared via the website and other communication channels such as IASL. The team will begin hosting webinars and presenting at conferences. Two articles will be written. The materials for the project will be placed in UNT's digital library, posted on ResearchGate, and submitted to the Institute of Education's ERIC (Education Resources Information Center) database to preserve them. The project outcomes will be evaluated, and the final IMLS report will be submitted.

Outcome: conference presentations, webinars, two articles, final IMLS report

COVID-19 Contingency Plan

One risk that might impact this forum is the COVID-19 pandemic. The University of North Texas is currently observing social distancing safety protocols. All faculty have been trained on these protocols that coincide with the Centers for Disease controls' recommendations. These protocols are required for all campus-related events. The conference center selected for the forum has a large ballroom that can be rented to observe safety protocols.

UNT is also prepared for online teaching and has increased its online support since the beginning of the pandemic. UNT provides Zoom for all faculty and provides instructional support through the Center for Learning Enhancement, Assessment, and Redesign¹⁹. The university also can host hundreds of Zoom sessions at one time. Therefore, the project team will set up Zoom discussions and use them in conjunction with Event Mobi. The project PI (Daniella Smith) and advisory board members (Drs. Barbara Schultz-Jones, Tricia Kuon, Sarah Evans, and Jennifer Moore) are currently organizing a sizeable online conference for the International

Association of School Librarians using Event Mobi (<https://www.eventmobi.com>) as a platform for participant engagement.

Project Personnel

An interdisciplinary team will implement the project. Several of the team members are bilingual.

Dr. Daniella Smith (PI) is an associate professor in the UNT Department of Information. She teaches school library certification courses and serves as a Co-Director of the Multiple Literacies Lab. She had published and presented extensively on the education of school librarians. Her most recent work focuses on supporting STEM education for populations underrepresented in STEM careers. She is a former public youth services librarian, school librarian, and classroom teacher (social studies and reading). She is currently the Chair of the AASL Educators of School Librarians SIG, an ALA Councilor at Large, and is an AASL Knowledge Quest Blogger. She is an ISTE Certified Educator. She will provide leadership for the project by using her leadership and STEM research, technology skills, and her librarianship and K-12 teaching experiences to guide the process.

Dr. Tandra Tyler-Wood (Co-Pi) is a full professor in the Learning Technologies Department in the College of Information at the University of North Texas. She holds a degree in special populations from the University of North Carolina at Chapel Hill. She has held prominent offices in the Society for Information Technology, Council for Learning Disabilities, and Council for Exceptional Children. She has authored over 50 articles on dealing with equity issues in education. Dr. Tyler-Wood has served as the evaluator on many externally funded projects and is a certified program evaluator through the State of Georgia. Throughout her career, she has been very fortunate in receiving external funding. The projects she has worked on that are most closely related to this project are NSF projects, Bringing Up Girls in Science (BUGS), and a collaborative grant with the University of Virginia and the Smithsonian. Dr. Tyler-Wood's evaluation skills, knowledge of STEM in K-12 settings, and curriculum for special needs populations such as ELLs are essential for the project.

Dr. Xian Zhang (Co-Pi) is an assistant professor in the Linguistics Department in the College of Information at the University of North Texas. He specializes in second language acquisition, sociocultural theory, cognition, corpus linguistics, English as a Second Language, and language assessment. He has worked with, researched, and taught classes to ELLs for over 15 years. He has published extensively in applied linguistics and language education. His publications appeared in journals such as Applied Linguistics, Language Learning, Language Teaching Research, Language Testing, Modern Language Journal, Studies in Second Language Acquisition, TESOL Quarterly, and System. Dr. Zhang serves on the editorial board of the journal Language and Sociocultural Theory. Dr. Zhang speaks English and Chinese fluently. He will assist in translating the documents, and his understanding of ELLs, his experience regarding the best practices for teaching ELLs, and his experience in certifying teachers will inform the creation of materials for the project.

The Project Advisory Board

The advisory board will meet with the project PI, and Co-Pi's to select project participants and assist with the development of the online pre-forum and post-forum discussion activities. They will also collaboratively plan the face-to-face forum activities, and the development of the action plan white paper and the toolkit with the project investigators. Advisor board members have committed to providing feedback on the project materials and their evaluation to ensure that they exemplify culturally competent practices.

Dr. Sarah Evans is an assistant professor in the UNT Department of Information. She has held several library positions, including a library branch manager, an adult & teen services specialist, a collection development

librarian, and a middle school teacher-librarian. Her multifaceted experience in the library world and experience with making community connections as a library manager will facilitate understanding how to collaborate with public librarians and community partners.

Karen Lioy has 40 years of experience as an educator. She currently serves as the World Language Instructional Coach for the Grapevine Colleyville Independent School District, where she supports the curriculum development and provides curriculum support for ELLs. She is an adjunct linguistics professor at UNT, where she teaches “Teaching English and a Second Language” methods. She has trained, observed, and evaluated new teachers responsible for teaching ELLs. In addition, to English, she speaks Portuguese and Spanish. Her ability to translate materials and her ELL professional development and teaching experiences are significant for the project.

Dr. Barbara Schultz-Jones is an associate chair, associate professor, and director of the School Librarianship Program in the Department of Information at UNT. Her areas of expertise include school librarianship education and learning environments. Dr. Schultz-Jones speaks English and French. Her knowledge of learning environments is essential for the project to design culturally relevant library programming for ELLs.

Katy Manck is the president of the International Association of School Librarianship. She is an experienced librarian with over four decades of school librarianship experience. She has been an adjunct school library professor as well. Her IASL experience and knowledge about school librarianship will be essential for project implementation and distributing the project materials.

Dr. Jennifer Moore a former English/Language Arts teacher and elementary school librarian at two Title I campuses and one bilingual campus. She has almost ten years of experience preparing pre-service and in-service school and public librarians for the field through teaching, advising, and research.

Dr. Tricia Kuon is a lecturer in the UNT Department of Information and part of the school librarianship faculty at UNT. She is also a professional speaker for the Bureau of Education and Research and Institute for Educational Development. Her expertise relevant to this project includes school library evaluation, technology in school libraries, and makerspaces.

Dr. Brenda Pruitt-Annisette is an assistant professor in the Kent State School Information. Previously, she provided instruction and leadership as the Coordinator of School Media Programs in the Information Studies Department at Chicago State University, Chicago, IL. Before her tenure in academia, she served sixteen years as a district-level administrator in Atlanta, GA. She holds a B.A. in French Education and a Master’s in Library Science (MLS). Her doctorate is in Administration and Supervision. She is currently a reviewer for the Council for Accreditation of Educator Preparation (CAEP), serves on the AASL/CAEP Coordinating Committee, and is an ALA Councilor at Large. She will share her expertise on school administration issues related to working with ELLs and bilingual education.

Evaluation

The evaluation of the project will be conducted by MN Associates, Inc. (MNA). Led by **Kavita Mittapalli, Ph.D.**, who has 19 years of experience evaluating state and federal grants across the country. MNA will conduct formative evaluations that will focus on the process and implementation of the project and assess the extent to which the project materials and resources may impact school librarians' teaching practices to support the learning needs of ELL students across the country. Both qualitative and quantitative data will be collected

to provide a more holistic evaluation of the project. Because the project is *exploratory*, and there is no project precisely like it, the assessment will include:

- Pre-and-post surveys for pre-forum discussion, forum, post forum discussion, and webinars
- Reviews of participant discussion posts
- Online survey for the PI, Co-PI, and other project members
- Artifacts such as social media posts, forum screenshots, and forum photos
- Website usage reflected in visitation statistics, comments, and registrations

At the end of the grant period, MNA will complete a summary report that will cover the above data collection sources. Following the report completion, MNA will collaborate with the rest of the project team to complete the action plan white paper. It will include a summary of all the above activities and cover research-based best practices on effectively teaching ELL students.

DIVERSITY PLAN

Diversity is the heart of the project and it is about equity and inclusion. The project team will use several strategies to facilitate diversity. These strategies include targeting multicultural participants, including the voices of ELLs in the forum and reviewing materials, recruiting expert participants from different stakeholder groups, and considering potential forum participants' location. For example, the United States government divides the country into four regions when conducting the census.²⁰ These regions are the Northeast, Midwest, South, and West. Also, participants may reside in rural, suburban, and urban locations. The forum will include six participants per region, and the balance of rural, urban, and suburban areas will be considered. Each stakeholder category will have three representatives. The stakeholder categories and the criteria for participants can be viewed in Supporting Document 12.

Multicultural diversity will be addressed by placing questions on the forum participant application. (See Supporting Document 6.) The forum will be advertised to the ALA Spectrum Program members and the ethnic caucuses of ALA, such as the Black Caucus, the American Indian Library Association, the Asian Pacific American Library Association, and REFORMA. Denice Adkins, advisory board member, current board member, and past REFORMA president, has offered to disseminate results through REFORMA's communication channels. (See Supporting Document 7.) THE Project PI is a member of the ALA Black Caucus. At least one seat at the face-to-face forum will be designated for individuals from these organizations that are ELLs, are school library advocates that work with ELLs, or are school librarians who teach ELLs.

Forum participants will brainstorm ways to connect diverse populations with the forum website, toolkit, and recordings. Applicants for the forum will be asked how they will maximize using the knowledge gained from the forum to serve diverse ELLs in their communities. The National Center for Education Statistics (NCES) notes that the languages spoken the most by ELLs in public schools are Spanish, Arabic, and Chinese.²¹ Based on the NCES results, the project's white paper will be translated into these languages to facilitate dissemination.

After the forum, the project team will conduct webinars to share how to use the project's materials. There will be webinars specifically for urban and suburban, and rural participants. The team hopes that focusing on the webinar participants' setting will add another layer of relevancy for workshop participants who experience different challenges based on their locations.

The professional development needs of school librarians form the foundation of this project. The PI and Co-PI's felt it was essential to incorporate diverse voices into the project to achieve the maximum benefits. Therefore,

an advisory board team was assembled, representing members with considerable expertise. Many of the team members are bilingual. All have experience teaching ELLs.

Keynote presentations and featured presenters are included as another way to highlight specialists' voices and expertise outside of the project team. The forum participants will be experts who identify resources and strategies that will inform the content of the action plan white paper and toolkit. For example, the forum participants will answer questions on their application about the resources they find essential for learning how to interact with ELLs. (See Supporting Document 6.) As such, the forum and resulting documents will not rely solely on the project team's viewpoints. Participants will assist with the curation and evaluation of materials throughout the project. Multiple stakeholder perspectives will be represented throughout all project phases.

BROAD IMPACT

Building the Knowledge and Skills of School Librarians

School districts worldwide struggle to provide optimal education for ELLs and will benefit from the forum results for professional development and certification programs. The forum results can assist school librarian educators, whether they are at universities, educational service centers, or school districts, with developing training for librarians and ELL stakeholders who wish to partner with them.

The proposed project is an exploratory one. It is anticipated that the website and white paper resulting from the Facilitating the Success of English Language Learners Forum will afford school librarians a more thorough understanding of ELLs' challenges and needs and ways to help them. The resulting action plan white paper and toolkit may also be used as resources to train school librarians. The interdisciplinary focus could impact training for principals, ELL teachers, and advocates. Such resources will be the deliverables of a collaborative effort reflecting interdisciplinary contributions from multiple stakeholder groups.

Dissemination of Results

The project team is pleased to have the support of the two most revered school library associations in the world—The International Association of School Librarians (IASL) and the American Association of School Librarians (AASL). (See Supporting Documents 9 and 2.) IASL is a partner for the project and has agreed to disseminate materials. Although IASL is an international association, the dissemination of materials for this grant will focus on sharing information in Region 3: North America. IASL will also allow presentations at its conference. The current IASL president is part of the project advisory board. The AASL's executive director, Sylvia Norton, shared a statement supporting this project's topic and its applicability to the association's research agenda. She has encouraged the project team to submit proposals to disseminate this project's information through AASL's communication channels. The PI is a Knowledge Quest blogger.

The materials resulting from the project will be posted on social media and shared with school librarian certification programs, school districts, school library and stakeholder organizations, and listservs. They will be placed on ResearchGate and submitted to the Institute of Education's ERIC (Education Resources Information Center). The ELL stakeholders who attend the forum will also receive links to disseminate the materials within their communities to support their understanding of the benefits of working with school librarians to assist ELLs. Other organizations that will be targeted for conference proposals include ALA, ALSC, YALSA, National Association for Bilingual Education (NABE), TESOL International Association, National Council of Teachers of English (NCTE), the Multicultural, Ethnic, and Humanistic Concerns SIG of ALISE, the Multicultural / Multiethnic Education: Theory, Research, and Practice SIG at AERA, ISTE, and the National

Education Association's Conference on Racial and Social Justice.

The Potential for Change in School Librarianship

Because the project is exploratory, the forum will convene qualified school library experts and ELL stakeholders to explore the professional development needs of school librarians regarding strategies and best practices for teaching ELLs. By extension, the resulting materials will delineate training opportunities to better prepare school librarians for working with ELLs, building partnerships to serve the ELL community and an action plan for success. Distributing such findings has the potential to inspire change in the field, particularly in how school librarians are trained to teach ELLs. The forum also offers an opportunity to examine what school librarians are already doing for ELLs and what can be done to advance current practices. Providing materials that are collaboratively developed with stakeholders has the added potential to enhance practice based on shared knowledge. The project team anticipates developing future projects that will study how school librarians partnered with ELL stakeholders engage in grassroots activities for change. The project team would also like to study how the toolkit and white paper impact school environments after strategy implementation.

By addressing that topic, it is hoped that thousands of ELLs who rely on public education will find their learning environments to be more welcoming. Change within communities and at the national level is mainly possible by introducing the project's materials to leading school library researchers, educators, and practitioners. Beyond that, teaching students to read, offering them access to information, and providing a safe place increase their likelihood of succeeding at school. Since school librarians significantly impact academic success²², how they influence ELLs' success in particular warrants increased attention. School librarians can offer services with the potential to improve the quality of life of ELLs by supporting their acquisition of skills—namely, reading and multiple literacy skills—that are foundational to academic success.

Ensuring the Adaptability of Project Deliverables

The project's deliverables will be freely available on the project's ADA-compliant website. Moreover, because the materials resulting from the project will have a Creative Commons Attribution-Noncommercial-No-Derivatives 4.0 International license, anyone may use the deliverables to train school librarians and their collaborative partners. For example, instructors may incorporate the project's resources into their courses. The white paper will be translated into multiple languages to facilitate ease of use for the ELL community. Materials will be archived in the UNT Digital Library for long-term documentation.

Budget: Please see the Budget Justification for budget details.

References: Please see Supporting Document 8.



DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

INSTRUCTIONS

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

SECTION III: SOFTWARE

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

SECTION IV: RESEARCH DATA

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). Explain and justify any prohibitive terms or conditions of use or access, and detail how you will notify potential users about relevant terms and conditions.

The products from the "School Librarians Facilitating the Success of English Language Learners" project will include a website that will contain a white paper and toolkit. While UNT will retain the copyright, the materials are intended to be fully accessible. Resulting materials will be disclosed to the UNT Research Commercial Agreements office as new intellectual property. That office will be able to issue a Creative Commons Attribution-Non-Commercial-No-Derivatives 4.0 International license once such intellectual property is assigned to UNT. This license will be displayed on resulting products and web pages. This license has been selected to acknowledge the work of the UNT departments while making the products easily accessible.

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

UNT will retain the copyright for digital products produced hereunder with the intent on providing Creative Commons Attribution-Non-Commercial-No-Derivatives 4.0 International licenses for each work. The products from this grant will be freely available on the website created for the project. There will be no restrictions on the use of these products. Potential users will be notified of the accessibility and right to use the products on each product and on the website. An explanation of the Creative Commons Attribution-Non-Commercial-No-Derivatives 4.0 International license will appear on a page of the website describing user rights.

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

Registration will be required to access the white paper and survey results. Human subject best practices will be used for the registration pages and all data collected. The project team will request IRB approval before collecting data from participants. In addition, forum participants will be asked to sign release forms for photography and recording. They may have the option to decline permission. Only individuals that consent to photographs will be seen on the project website.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

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

This project will produce a website, digital toolkit, pictures of the forum, and a white paper.

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

The project team will create the website with the assistance of the student assistant. UNT uses Drupal for its websites. it is freely available to the project team. The team will work with a translator, a technical writer, and the project evaluator Kavita Mittapalli (MN Associates) to create the content.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

The website will be ADA compliant. The Co-Pi's will ask the advisory board to review the materials. Webinar participants will be asked for feedback on the website and white paper. Formats will include PDFs, XML, TIFF, and MPEG in standard screen resolution.

Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

The Co-Pi's will use the World Wide Web Consortium (W3C) to design an ADA compliant website. The Co-Pi's will also work with the advisory board, forum participants, and stakeholders to design and receive feedback on the materials. A survey will be placed on the project website to collect feedback.

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

A website will be created for the project. An archive of the website will be placed in the UNT Digital Library.

Metadata

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

Not applicable for this project

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

Not applicable for this project

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

Not applicable for this project

Access and Use

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

The website containing the project materials will be free and openly accessible.

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

none

SECTION III: SOFTWARE

General Information

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

Not applicable for this project

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

Not applicable for this project

Technical Information

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

Not applicable for this project

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

Not applicable for this project

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

Not applicable for this project

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

Not applicable for this project

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

Not applicable for this project

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

Not applicable for this project

C.2 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

Not applicable for this project

URL:

Not applicable for this project

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

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

The project team will ask forum participants to complete a short survey. After the forum, webinar participants will be asked to attend a followup session. Individuals will be asked to registrar to access the project materials on the website. A survey will be placed on the website for users to critique the website contents. The website will also have counters to determine how many times the website have been accessed. This data will be used to evaluate the project.

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

Yes, IRB approval is needed. The co-Pi's will request approval no later than one month after the project is approved to receive permission to do research before the forum starts.

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

The surveys will collect names, email addresses, states, and the types of employment. After collection, the data will be anonymized, and participants will be assigned numbers. The data will be aggregated, and results will be reported as a group. The data will be stored on Daniella Smith's password-protected computer in her office at work. IRB protocols will be followed to protect the privacy of the participants. Those that want to access the project materials without registering on the website may contact the co-Pi's and request the resources.

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

Surveys will be collected using the software Qualtrics. SPSS will be used to process the data. The freely available Adobe Reader and a web browser such as Chrome, Safari, Firefox, or Internet Explorer will be needed to access the materials on the website.

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

The results of the evaluation and recommendations will be shared in the white paper. The white paper will discuss the procedures for analyzing and collecting the data. The white paper will be placed in the UNT Digital Library for long-term documentation and to enable stakeholders and researchers to use materials in the future.

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

The anonymized, aggregated data will be reported in the white paper. The white paper will be placed in the UNT Digital Library for long-term access and preservation.

A.7 Identify where you will deposit the data:

Name of repository:

UNT Digital Library

URL:

<https://digital.library.unt.edu/>

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?

The data management plan will be reviewed every six months. Applicable passwords will be changed at this time.