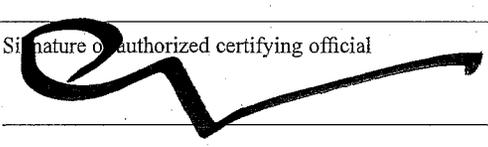




Cover Sheet for Performance Reports

Page 1 of 84

1. Grant or other identifying number assigned by IMLS: <u>RE-03-08-0009</u>	
2. Recipient organization (name and address, including zip code): Fairfax County Public Library 12000 Government Center Pkwy., Suite 324 Fairfax, VA 22035	3a. DUNS number: <u>074837626</u> 3b. EIN: <u>54-0787833</u> 4. Recipient identifying or account number: _____
5a. Project/Grant period start date (mo/day/yr): <u>Jul 1, 2008</u> 5b. Project/Grant period end date (mo/day/yr): <u>Jun 30, 2012</u>	6a. Reporting period end date (mo/day/yr): <u>Oct 29, 2012</u> 6b. Final Report? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7. Project URLs, if any: _____ _____	8. Report frequency: <input type="checkbox"/> annual <input checked="" type="checkbox"/> semi-annual <input type="checkbox"/> quarterly <input type="checkbox"/> other If other, describe: _____
9. Please transmit the performance report as instructed by the Institute of Museum and Library Services.	
10. Other attachments? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transmit accompanying documents with this cover as instructed by the Institute of Museum and Library Services	
11. Certification: By submitting this report I certify to the best of my knowledge and belief that this information is correct and complete for performance of activities for the purposes set forth in the award documents.	
11a. Name and title of authorized certifying official: <u>Mr. Edwin S. Clay III</u> <u>Director</u>	11c. Telephone (area code, number, extension): <u>(703) 324-8308</u> 11d. Email address: <u>edwin.clay@fairfaxcounty.gov</u>
11b. Signature of authorized certifying official 	11e. Date report submitted (mo/day/yr): <u>10/23/12</u>
12a. Name and title of Principal Investigator/Project Director: <u>Ms. Erin Chernisky</u> <u>Volunteer Program Manager</u>	12b. Telephone (area code, number, extension): <u>(703) 324-8332</u> 12c. Email address: <u>erin.chernisky@fairfaxcounty.gov</u>
13. Agency use only: _____	

Instructions for submitting this report are available at <http://www.imls.gov/recipients/administration.shtm>. For assistance or questions contact your Program Officer.

Burden Estimate and Request for Public Comments: Public reporting burden for this collection of information (Final Report, Parts 1 and 2) is estimated to average eight to thirteen hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comment regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Institute of Museum and Library Services, Chief Information Officer, 1800 M Street, NW, 9th Floor, Washington, DC 20036-5802, and to the Office of Management and Budget, Paperwork Reduction Project 3137-0071, Washington, DC 20503.

2. **Project Title:** *An American Future: Library Service Opportunities for Immigrant Youth*

3. **Partners:** Fairfax County Public Library (FCPL) and Liberty's Promise (LP)

4. **Provide a very brief overview describing goal of the project, the project design and to what extent the goal was achieved. This may be used as a project abstract or summary for public information. (150 words or less):** Fairfax County Public Library and Liberty's Promise engaged 95 immigrant youth in library internships between 2008- 2011. With support from the Institute of Museum and Library Services (IMLS), these young people learned about career opportunities in their local libraries, adding to library staff diversity, thereby enabling the library to better serve their diverse patrons. The youth participated in a program that effectively recruited high school workers and assisted them with their acculturation into American life. Of the 95 participants, 94 (98.9%) successfully completed their internships and 14 (14.7%) were subsequently hired to continue working with FCPL. Sixty-four percent of interns said that they would consider a library career in the future and 98.7% of interns agreed that the library was a good place to work.

5. **Describe the project activities (and quantify them using Part 2 of this form).**

Library Internships for Immigrant Youth: Across the three-year grant period, FCPL and LP placed 95 young immigrants into 10-week internships in local library branches, FCPL main offices and library-affiliated placements (local history and archival departments). During their required 20 hours per week, interns assisted children and youth departments, human resources, access services, internet services, archives and circulation. Interns worked side-by-side with library professionals and para-professionals, learning about opportunities for future work in libraries and discovering their work place strengths and preferences. (See Part 2.)

Youth Recruitment: Recruitment for intern applicants occurred through several channels. Branch libraries posted fliers advertising the program to their patrons. FCPL and LP listed the internship program on their respective websites, and LP recruited several youth who had previously participated in other LP programs. Many of our youth learned about the program through LP's outreach activities in their schools. LP program staff contacted school counselors, parent liaisons, career center staff and social workers at schools in Fairfax County, who then promoted the program to their students. Applications were sent to individual youth who contacted LP independently and who met the eligibility requirements. Our best recruiters were our youth, themselves. Brothers, sisters, and friends of previous interns who had heard about the program and were interested in applying often contacted us. LP program officers also attended service provider meetings throughout the county in order to promote the program. Because of these announcements, service providers such as Northern Virginia Family Services provided several referrals directly to LP.

Library Engagement: FCPL lead the recruitment of branch libraries and offices. We held an initial interest meeting in 2008, which 24 library staff members attended, to discuss the project goals, implementation process, and partnership of FCPL and LP. In

the week following, ten library branches and two administrative offices returned host organization forms. Because of the strong connection between the main library office and branch libraries, we were able to directly contact individual branches to gauge their interest or to request an internship placement if we had internship applicants in their geographic region. Over the project's three years, 27 different branches and offices participated in the program and 22 hosted multiple interns over the three-year program (Chantilly Regional Library hosted nine interns, the highest number of interns in one location, throughout the three years).

Application and Placement Process: In order to apply to *An American Future*, youth completed and submitted an application to LP, who verified their eligibility. Eligibility requirements required that youth be: between the ages of 15 and 21; immigrants or the child of two immigrant parents; from a low-income family; fluent in English; and legally able to work in the United States. Once their eligibility was confirmed, youth were contacted regarding their availability across the ten weeks of the internship and their geographic preferences. Program staff then matched each applicant to an open library internship position. Transportation to and from the internship site is of utmost importance for the success of the internship, so program staff invested much time into arranging placements that suited each intern's interest and location.

Once matched with an internship location, all interns attended a Job Skills Workshop, which LP hosted. For summer interns, the workshop was a four-hour session for all interns to meet, learn about the program and its requirements, and to work on basic workplace etiquette. Throughout the rest of the year, most workshops were one-on-one, with interns receiving an orientation and job skills preparation from an LP program officer. All interns were required to complete a resume and cover letter, which were submitted to the supervisor at their assigned location. Interns attended interviews at their location; library supervisors were informed that they would not have to "hire" an intern if they did not think he/she would be a good fit. Several youth attended job skills workshops who were later unable to commit to a 10-week internship; two youth interviewed for library positions and were not offered internships (one re-interviewed in year three and at that time very successfully completed an internship). Three youth began internships but dropped out of the program before receiving any allowances, and thus are not counted in the 95 interns. Of the 95 who accepted a placement, began the internship, and received allowance money, 94 successfully completed the ten weeks.

Internship Support: Throughout the ten-week internships, LP program staff remained in contact with both youth (weekly) and supervisors (as needed) to ensure successful and positive experiences. Every two weeks, interns faxed or emailed timesheets to LP staff, who was responsible for mailing out monetary allowances (\$100 per week) to interns. Staff was available to provide troubleshooting assistance and met with interns and supervisors early in the internship to assist with setting common goals and expectations. LP staff conducted site visits for all internships at or near the half-way point in order to gauge the success of the internship, learn about the intern's projects and work, encourage the intern in reflecting on the work he/she was doing, and to help set goals for the final weeks of the internship. At the completion of the ten weeks, LP staff collected final

evaluations from both the interns and the supervisors and provided the intern with a Certificate of Completion.

Evaluation: LP administered pre- and post- surveys to all interns, as well as final evaluations to all interns and intern supervisors. Information from these surveys and evaluations were collected in our formal evaluation conducted in the final year of the program by social work professors at George Mason University.

Field Trips: To make our project more robust and as a means of keeping in touch with past library participants, LP organized large group field trips in years two and three of the project. Interns from locations across Fairfax County came together to visit the Library of Congress in Washington, DC, “the largest library in the world” (“About the Library,” Library of Congress, accessed May 22, 2012, <http://www.loc.gov/about/index.html>).

6. Describe the project audience(s) (and quantify them using Part 2 of this form).

Youth: *An American Future* focused on engaging low-income, immigrant youth in library work as a means of exposing them to a vital community resources and introducing them to careers in the library that they could pursue in the future. Youth were: 15-21 years old, immigrants (or the child of two immigrant parents), low-income, fluent in English, and legally able to work in the United States.

Participants represented 26 countries and 27 local high schools and colleges. They were in grades 9 (nine youth), 10 (27 youth), 11 (32 youth), 12 (21 youth) and freshmen in college (six youth).

Libraries: The project had a reciprocal benefit, in that while youth were learning about the library, the library was learning more about the diversity of its local area. Twenty-seven libraries and offices took part in *An American Future*.

Publications and Presentations: FCPL and LP are committed to disseminating news of our internship program throughout our community and state. Erin Chernisky, FCPL Volunteer Program Manager, published a front-page article about the program in *Show of Hands*, Volunteer Newsletter of the Fairfax County Public Library, Summer 2010. This newsletter was distributed to all FCPL branches.

Patricia Bangs, FCPL employee, wrote an article about the program for the January/February/March 2011 issue of *Virginia Libraries* (ISSN 1086-9751 Vol. 57, No. 1). This journal is distributed to members of the Virginia Library Association. Current membership is 860.

Ms. Chernisky and Allison Bouley, LP employee, delivered a break-out session entitled “*An American Future – Young Immigrants and Library Service*” at the 19th Annual Conference of the Virginia Library Association’s (VLA) Paraprofessional Forum on Monday, May 23, 2011. Attendees represented paraprofessionals from libraries across Virginia.

7. Analyze your project. Use quantitative data as well as qualitative examples, highlights from your evaluation and compelling anecdotes.

- a. Compare the actual accomplishments of the project with the project's established goals and objectives.**
 - i. Identify and document significant project achievements and their value.**

FCPL and LP consider *An American Future* a successful project. Both qualitatively (see attached document of youth profiles) and quantitatively, we have seen library internships change the lives of young immigrants in Fairfax County, VA. Our independent evaluators assessed our accomplishments as follows:

Based on the goals of *An American Future: Library Service Opportunities for Immigrant Youth*, the four program goals over the three-year performance of the contract did appear to have been addressed sufficiently.

Goal 1: Educate 90 promising immigrant youth about the opportunity for careers and fulfillment in public libraries.

Ninety-five individuals received services over the course of the project.

Goal 2: Attract a diverse pool of candidates to the library workforce, thus making libraries better equipped to serve today's diverse patrons and ensuring the survival of many libraries.

The majority at the conclusion of the internship would consider a library career (63.6%).

Goal 3: Increase the number of effective library recruitment programs directed at high school youth and lower-division, college-age brackets.

An overwhelming majority of participants believed that the library was a good place to work (98.7%). While many expressed interest in careers other than in the library, the participants appreciated their exposure to the network of libraries and the ancillary benefits provided by them.

Goal 4: Help immigrant youth acculturate as active participants in the American community.

Over the three years of the project, the interns (n=95) expressed their constant desire to attend college and create a good career. Furthermore, they indicated a significantly greater likelihood of being engaged in the larger community. This was expressed by having a library card because of project participation, were more likely to understand that they could borrow a book without paying a fee, and other indicators. Most importantly though, interns gained valuable work experience that lead to an increase in the number of adults who could provide employment and education recommendations, and provided a paying work experience that will support their use of educational resources. (Evaluation 11-12)

- ii. Describe any significant unanticipated events or circumstances that created delays or obstacles to project success, and summarize lessons learned during the course of the project.**

Two unanticipated circumstances occurred throughout the three-year grant period, and while both were challenges to overcome, neither threatened the timeframe or the eventual program success. The first circumstance was the change of staff at LP. LP program officer Milenka Coronel left the organization in summer 2009, after one year as the LP staff member dedicated to *An American Future*. Her departure led to LP instating an interim staff member to maintain the program and finally, in the fall of 2009, the hiring of Allison Bouley, who took over the implementation of *An American Future*.

The second unanticipated circumstance was the wide-spread budget cuts that affected FCPL beginning in the summer of 2010. Due to decreased funding from the county, FCPL had to cut hours and staff throughout the library system, including several internship supervisors both in branch libraries and in the administration office. FCPL staff identified other appropriate staff members to supervise interns and while several library branches were not able to host interns due to the staffing changes, most were eager for the extra hands during a time when workloads were increasing and staff time was decreasing.

Our evaluators had several commendations upon their review of *An American Future*. They suggested, “reducing redundant evaluation forms” (Evaluation 12). Evaluators also noted that

Future evaluation efforts should more precisely include the original goals and objectives for which the funding was initially approved. As previously mentioned, one evaluation concern that could have been more fully addressed was the concept of freedom to learn, read, and use publically funded resources. Future evaluation efforts of similar Liberty’s Promise projects should more clearly focus on this. (Evaluation 13)

LP wholeheartedly agrees with this recommendation. In the process of developing a pre- and post- survey that accurately measured the intended goals of the program, staff was concerned with changing the surveys mid-project. Instead, the additional questions were added on, thereby requiring interns to complete more forms. We believe we have now developed a survey that can be streamlined for use in future projects.

Finally, an ongoing challenge of working with low-income youth was, and will continue to be, transportation. It was imperative that the internship positions were near to the interns’ homes since most of the youth were dependant on public transportation for getting to and from their internships. We believe it is to the youths’ benefit to become familiar with public transportation, as it opens other opportunities to them, but this limited which interns could accept specific placements and became a large focus in the placement process (occasionally outweighing other factors like date of application or specific area of interest).

b. For projects that identified learning of any kind as an intended result, describe the *outcomes* of the project. For this report, *outcomes* are changes in individuals’: knowledge, skills, attitudes, behaviors, or other conditions related to the purpose of the project.

In our original proposal, FCPL and LP hypothesized that the outcomes of *An American Future* would be:

- Exposing young immigrants to the work of a public library and how the library impacts the community. For many, the public library is a new concept, and although it is not uniquely American, it is not one widely enjoyed in the countries from which many of the candidates come. This experience provides the basis for thinking about future career opportunities, but it also serves to introduce the intern's entire family to the breadth and depth of resources available to them.
- Instilling pride and support for American ideals of the freedom to read, learn and discuss in an environment free from government interference. Again, many of these youth, if not most, come from places where the unfettered access to literature and information is impossible and censorship is commonplace.
- Encouraging library visits and use by the populations that immigrant staff represent. The comfort level of immigrants in a new and unknown environment is raised whenever a familiar face is present. The library has long noted this, and although through the years the diversity committee has launched many recruitment campaigns and has developed translation services and broadened its collections, the key is having staff fully aware of language and cultural issues.
- Developing the possibility of future library work as a real alternative. The library employs staff at all levels, and pages as well as more senior staff are all eligible for scholarships, released education time and other benefits to further careers in libraries.

Evaluators noted that, "Themes expressed continually through the project indicated that the participants acquired new knowledge and skills that are transferable to other learning and employment settings. These responses indicated that these participants had been introduced to a new venue that was not necessarily present in the countries and locales from which they came. The library experience appeared to provide a basis for planning their post secondary and career opportunities.

"Interns consistently indicated in their qualitative responses that they had acquired several useful basic skills while working in the library. They believed that their skills will transfer to their future experiences in higher education and future careers. Common themes expressed by the interns indicated that the library was a good quiet place to work where one could think. Becoming more organized in thought was among the skills learned as well as basic office skills that several interns stated will help them in college.

"Concerning the second goal of funding - instilling pride and support for American ideals of the freedom to read, learn and discuss in an environment free from government interference - the qualitative responses of participants did support that this was occurring to some extent. Because many of the youth came from places where uncensored access to literature and information was difficult, there was brief mention of this by the interns. This did not consistently appear to be a major emerging theme.

"Having the participants increase their connections with professional staff at their internships revealed that library experiences lead to an increased comfort level of immigrants in a new and unknown environment. A theme emerging from the responses of the intern supervisors was that the supervisors did learn about new cultures. In order to improve upon the reciprocal knowledge garnered by library staff, future evaluation efforts may more closely look at assessing how

important it is to have staff who can and become more aware of language and cultural issues of immigrant populations.

“The possibility of future library careers did emerge as a real alternative as interns developed increased knowledge of potential careers both in the library system and otherwise. Furthermore, interns indicated that they often became aware of basic employment skills and expectations of future employers.” (Evaluation 7-8)

- c. Provide any additional information or data that documents project impact. For this report *impact* is a large-scale and/or long-term result that affects one or more institutions, communities, or fields.**

The long-term impacts of *An American Future*, as listed in the project proposal were

- Developing a diverse candidate pool for recruitment in library careers
- Creating a career development and civic engagement model that could be replicated in other communities

Evaluators remarked that, “The project demonstrated success in addressing these two areas as over the three years as nearly two-thirds indicated that they would consider a library job in the future, and more than 98% indicated that they believed the library was a good place to work. Of even greater importance, the participants indicated that they had expanded their network of contacts that can provide them with valuable letters of support and recommendations as they plan to apply to and eventually attend college.” (Evaluation 13).

Of 95 interns, 14 (14.7%) were hired on after their internships, proving that this project was an effective way of building the next generation of library staff. All 95 interns now have the experience necessary to be competitive as future library staff applicants. They also know more about the diverse fields and careers that they could pursue if interested in moving up in a library system.

As noted below, *An American Future* will inform the next steps of developing a library internship program. This project has served as the basis for building a model that will impact immigrant youth in varied communities across the United States.

8. What’s next? Describe any plans to continue work in this area. Because of *An American Future*, LP has built solid relationships with many library branches. Although our formal library internship program has ended, LP continues to place youth in a few libraries with funding from other sources (in 2012 we will place three interns FCPL libraries).

Additionally, because we have seen the success of a library internship program, LP, in partnership with the Virginia Library Association, and supported by a National Leadership Grant (NLG) from IMLS, is currently researching the feasibility of a expanding a library internship program to rural areas with high-immigrant and high-poverty populations. LP expects to submit proposal for an NLG implementation grant to IMLS in February 2013.

9. Grant Products. Attach three copies of any product that resulted from grant activities, including final evaluation reports and instruments; research findings, publications, or manuscripts; software; curriculum guides, workbooks, or other learning resources; and other deliverables. Provide Web-based material in hard-copy form or on disk with a description of the content and format. Forward any product that is not yet complete to IMLS as it becomes available.

1. Youth Application
2. Enrollment Form for Host Organizations
3. LP IMLS Entrance Survey.May2011
4. LP IMLS Exit Evaluation and Survey.Aug2011
5. Supervisor Post-Internship Evaluation
6. Certificate of Achievement Template
7. Show of Hands Article.Summer2010
8. Virginia Libraries. An American Future Article.Winter2011
9. VLA Conference Program.May2011
10. VLA Conference Presentation.May2011
11. GMU Evaluation.May2012



Final Performance Report: Part 2, Quantitative Information

The purpose of the final performance report is to provide a permanent record of program accomplishments. The Institute will use the numbers from this quantitative form to report to Congress and the Office of Management and Budget about the agency's progress on addressing its strategic goals of sustaining cultural heritage and knowledge, enhancing learning and innovation, and supporting the professional development of library and museum staff.

Refer to Glossary to Support Grant Reporting (<http://www.imls.gov/pdf/Glossary.pdf>) to assist with definitions of terms.

IMLS has identified a number of activities, products, and participant groups that are commonly addressed through IMLS grants and seeks output/outcome data about these on this form. In your interim and final narrative reports, you are asked to describe project activities – this form seeks to gather the quantitative data associated with these activities. While your grant may have multiple activities (and all should be listed in the narrative part of your report), you should identify up to three main activities (that have discrete outputs or outcomes) per grant and complete one of the following forms for each activity. For instance, your grant may have mounted an exhibit, conducted teacher workshops, and developed a related curriculum. You should fill out one form per activity, since each will have a different set of outputs or outcomes, and may have served distinct audiences. If your grant consisted of one primary activity, such as supporting 12 students to complete Master's degrees, one form will probably be sufficient. If you have questions about which activities to choose to record on this form, refer them to your program officer.

The form has been developed to cover the most common of grant activities. Since every grant is unique to its own institution and audience, some grants have outputs and outcomes from activities not included on this form. Questions 10, 15 and 24 are catch-alls. The responses to these questions should not be included in other responses.

How to fill out this form: Numbers should encompass only those activities and individuals directly affected by or involved in your project between your grant start and end dates. Leave blank any items that do not apply to your grant or for which you do not have actual figures or reasonable estimates.

Institution Name: Fairfax County Public Library and Liberty's Promise

Grant #: RE - 03 - 08 - 0009 - 08

A. SITE SPECIFIC PROJECT ACTIVITY: Providing Library Internships for Immigrant Youth

1. _____ Total # of collection items conserved, relocated to protective storage, rehoused, or for which other preservation-appropriate physical action was taken.
2. _____ Total # of collection items digitized, scanned, reformatted, or for which other electronic or digital preservation action was taken.
3. _____ Total # of collection items with new or enhanced accessibility (include items that were cataloged or for which finding aids or other records were created or computerized) [includes _____ items made accessible to users other than grantee staff for the first time, _____ items with new or enhanced access for staff only].
4. _____ Total # of lectures, symposia, demonstrations, exhibits, readings, performances, concerts, broadcasts, Webcasts, workshops, multi-media packages, or other learning opportunities provided for the public (do not include PSAs or other promotional activities) [includes _____ out-of-school or after-school programs, _____ exhibits].
5. _____ Total # of tools created, improved, or produced for searching, information management, or information analysis by users other than or in addition to grantee staff.
6. _____ Total # of conferences, programs, workshops, training sessions, institutes, classes, courses, or other structured educational events provided.
7. **95** Total # of internships, apprenticeships, mentoring opportunities, or other extended educational opportunities provided.
8. _____ Total # of degrees/certificates earned as a result of the grant [includes _____ Master's, _____ Ph.D. degrees, _____ other (specify): _____].
9. _____ Total # technology upgrades or improvements (specify): _____

10. If your grant engaged in other activities not covered by the categories above, please briefly identify and quantify them here. Attach another sheet if necessary.

B. PORTABLE PRODUCTS (relating to the activity named in section A.)

11. _____ Total # of research reports, papers, books, reprints, or other publications generated.

12. _____ Total # of Web sites developed or improved [include URLs/addresses:

_____].

13. _____ Total # of learning resources produced [includes _____ oral histories, _____ curriculum resources, _____ curriculums, _____ Web-based learning tools, or _____ other (specify): _____].

14. _____ Total # of key management documents created [includes _____ emergency plans, _____ conservation surveys, _____ strategic plans, _____ other (specify): _____].

15. If your grant created one or more quantifiable products not covered by the categories above, please briefly identify and quantify them here. Attach another sheet if necessary.

C. PARTICIPANTS/VISITORS/USERS/AUDIENCE (relating to the activity named in section A.)

16. **28** Total # of **community organization partners** [includes **27** informal partners, **1** formal partner].

17. _____ Total # of **schools** (pre-K through grade 12) that used services provided by your grant (include only schools that actively participated, not those to which material was simply distributed or made available) [includes _____ students participating in field trips].

18. _____ Total # of **teachers** supported, trained, or otherwise provided with resources to strengthen classroom teaching or learning.

19. **88** Total # of **pre-K through grade-12 students** served [includes **85** youth 9-19 who used, participated, visited, or otherwise interacted with activities, experiences, resources, or products offered by your grant].

20. _____ Total # of **viewers and listeners** for radio, television, and cable broadcasts (for series, include total actual audience for all broadcasts; do not include audience for PSAs or other promotional activities or Webcasts; do not report potential audience).

21. _____ Total # of **users of Web-based resources** provided by your grant (include all individuals the project served). Choose the measure that best represents your use rate (choose only one): _____ visits (hits), _____ unique visitors, _____ registered users, _____ other measure (specify): _____.

22. **136** Total # of **individuals** benefiting from your grant (include all those from questions 18-21 plus others the project served, including staff or others in your field). Only include those who actually participated or used your project services in some way.

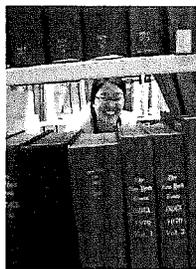
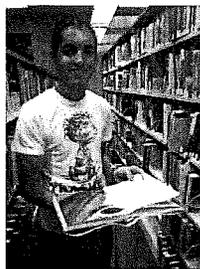
23. This number includes: **41 professionals, 95 non-professionals or pre-professionals,** _____ **docents or interpreters,** _____ **volunteers,** _____ **staff** that received services provided by your grant.

24. If your grant served one or more quantifiable audiences not covered by the categories above, please briefly identify and quantify them here. Attach another sheet if necessary.

Directions for submitting this report are available at <http://www.ims.gov/recipients/administration.shtm>. For assistance or questions contact your Program Officer.

Burden Estimate and Request for Public Comments: Public reporting burden for this collection of information (Final Report, Parts 1 and 2) is estimated to average eight to thirteen hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comment regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Institute of Museum and Library Services, Chief Information Officer, 1800 M Street, NW, 9th Floor, Washington, DC 20036-5802, and to the Office of Management and Budget, Paperwork Reduction Project 3137-0029, Washington, DC 20503.

An American Future: Library Service Opportunities for Immigrant Youth
Youth Profiles



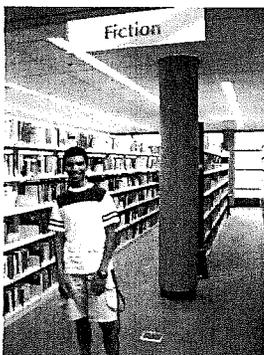
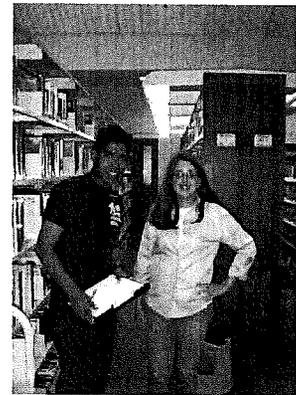
Abdi and Hussein: In fall 2006, Abdi and Hussein, from Somalia, participated in Liberty's Promise (LP) after-school program in Silver Spring, MD. Two years later, still in touch with LP, they moved to Falls Church, VA and were seeking job opportunities. Since we knew these young men from the after-school program, we were certain that they were the perfect candidates for the first two internship positions. Their placement would be a win-win situation because Fairfax County Public Library (FCPL) staff had noted that they were having difficulties engaging the Somali community, and Abdi and Hussein were eager for professional experience. As LP program staff worked to prepare Abdi and Hussein for their internships, we discovered that they had little knowledge of the library system. They had never been to their local library branch, which was only five minutes away, and were unaware of the many resources available there. At first, Abdi and Hussein believed that working in a library would be easy. Soon after starting their internships at Tysons-Pimmit Regional Library, they discovered that it takes much more time and effort to run a library than they had previously thought. Through their internships, Abdi and Hussein became more knowledgeable of authors and books, which helped them in school and in interacting with their peers. Interning at the library also helped these young men connect with their community and become more involved by learning about local events.

Mohammed: In December of 2008, Mohammed, a 16-year-old freshman at Herndon High School, left his home in India for a better life here in Fairfax County. In addition to the challenges of learning a new culture and language, Mohammed also had to take on the new role of helping to provide for his family. Originally attracted to the internship program by the promise of earning extra money for rent and food, Mohammed ended up getting a lot more out of the experience. When he began his internship in February 2009, Mohammed had never set foot in a library before and the internship was able to introduce him to a whole new world. "I have learned a lot in my internship and now have my own library card to check out books. If I hadn't learned about this internship, I would have never gone to a library or learned how to find a book." Mohammed quickly learned more about his community and the resources available through the library. It wasn't long before his supervisors noticed a real change in their intern and they wrote the following to us, "The most rewarding part of the internship was seeing Mohammed improve his speaking, listening, and writing skills, and helping him to develop his confidence and communication with others."

Jennifer: “The library is my dream place to work at because I love books and I love doing what a librarian does. I have had a great experience working as a page at the library and it changed the view I had before about librarians.” - Jennifer, Intern at Chantilly Regional Library, Spring 2009

Jennifer, a 17-year-old Fairfax High School student from El Salvador, has had to grow up quickly. While her friends were out at the movies or dreaming about college and careers, Jennifer had to face responsibilities beyond her years as she helped to support her single mother. As Jennifer approached graduation, she grew concerned about her future and didn't know where to turn to learn about opportunities available to her. An internship at Chantilly Regional Library helped change that. She gained a new understanding of the skills one needs to have for a career in library sciences by taking on many of the same day-to-day tasks of a librarian. Her supervisor, Page Manager Lisa Lum, was equally happy with the pairing, noting that she found it very rewarding to help Jennifer “find creative ways” to put her talents to use. “Jennifer gained a better understanding of how the library is organized and how many different ways the library serves the community,” said Ms. Lum. “She made many acquaintances here, from the professional library staff to part time pages and volunteers.”

Alex: When we first met Alex in 2009, he was a 16-year-old sophomore at West Potomac High School (originally from Bolivia), lacking self-confidence and needing encouragement to even apply for an internship. Alex was convinced that he shouldn't apply because he would simply get turned down; he thought he wasn't outgoing enough and that the library would want someone whose first language was English. Despite his fears, Alex applied, interviewed, and was offered an internship at Sherwood Regional Library, where he developed a keen interest in library work and impressed the entire staff. In fact, his supervisor was so pleased with Alex that she hired for a part-time position as a page once his internship was complete. In an email to our staff, Alex's supervisor wrote, “We definitely enjoy having Alex here and he is a great pleasure. We would love to have more interns come our way that are like him. He was the perfect example of what an intern should be like and he is wonderful to have.”



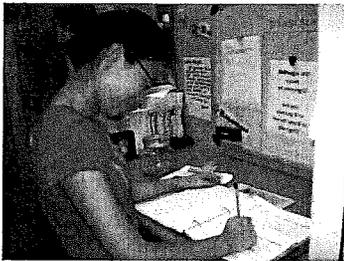
Hussein, a young man from Iraq, interned at Chantilly Public Library in summer 2010. At 19, he had arrived to the U.S. as a refugee from Iraq and was older than most of his 10th-grade peers. We first noticed his diligence; although it took him extra time to finish his resume and cover letter, he worked hard until they were complete. When he began his placement at Chantilly Library, we saw how eager he was to learn the work and to make friends. The oldest male in his family, Hussein successfully balanced an internship, summer school, and family responsibilities. He told us, “After I started my work with Liberty's Promise, I have a new wish. I want to work in the library forever.”

Ingrid, an intern from Argentina, moved with her family to United States for a better education. After a successful internship, she wrote, “This experience was very helpful for me because I did

not have any idea about how a library works, and how much I appreciate every worker's job. At the beginning I was afraid, but the staff was so nice to me, and they taught me each duty carefully. Now I have learned almost everything, and I am very thankful, first to God, to the wonderful Liberty's Promise for the great opportunity, and to the Thomas Jefferson staff." Once she completed her 10-week internship, Ingrid continued to volunteer at Thomas Jefferson Library in Falls Church, VA. She was hired on as a Page at the library branch in October 2010 and as of May 2012, Ingrid is still working at Thomas Jefferson Library. Despite challenges at home, Ingrid continues to work hard, pursuing her dream to become a bio-medical engineer, working in orthopedics. Work at the library has enabled her to focus on school and have some consistency and security even in a difficult home life.



Julie, originally from South Korea, is another success story from our summer 2010 cadre of interns. Her internship supervisor later confessed that she would have liked to hire Julie on immediately after her initial internship interview. Instead, she offered Julie the internship and mid-way through offered Julie a permanent paid position as a page. We are excited about situations like Julie's because we see the internship program working: Julie was introduced to a library career by Liberty's Promise and enjoyed the experience so much that she decided to stay. Likewise, the library staff was introduced to a young woman who may not otherwise have applied for library work.



Wilfried, originally from Burkina Faso, interned at Sherwood Library in summer 2009. After a successful 10-week internship, Martha Washington Library hired him for a page position. He worked diligently for two years at the library while he worked on his GED, applied for college, and eventually began classes at Northern Virginia Community College (NVCC). This past summer he began to ask about moving up at the library. He heard about a library aid position available at Sherwood and applied. After a formal interview process, Wilfried was hired, and he now has his own desk, computer and telephone. He's an example of how an introduction to library work can change a young immigrant's life. Now, as he transfers from NVCC to a four-year university, Wilfried has told us all how helpful the resources at the library have been in locating scholarships and information on schools.

Hiwot, a young woman from Ethiopia, interned at the Burke Centre Library in summer 2011. Midway through the 10-weeks, she contacted her program officer at Liberty's Promise and asked to postpone the remaining weeks, saying that she had too much on her plate. After sitting down with her supervisor and program officer and discussing a plan for scheduling her time better, Hiwot was able to successfully complete her internship during the summer. In her final evaluation she reflected, "I am really proud that I was able to help the Burke Centre Library with shelving books since they have limited number of volunteers. I learned to be responsible and accountable to my projects and work hard. I did not think I would be able to finish it, but I did it and I am proud. This internship taught me lots of skills that I will use in the future." Hiwot even continued to volunteer at the library once her internship was over.

Additional Youth Feedback

Amy, an 18-year-old student from Lake Braddock Secondary School, said, “In my country, Vietnam, they don’t have lots of libraries like in the United States. When I first came here I was so surprised. I love the library because I can borrow a lot of books and read them. This internship helps new immigrants like me to interact with people and to get to know and to understand American society.”

Kim, a 15-year-old intern from Vietnam, loved her internship and felt proud that she could teach others about the libraries. During her internship, she brought her older sister to their local branch to help her check out books that will help her prepare for her upcoming DMV practice test and get a head start on preparation for the SATs. Without the library, these often-expensive study tools would have been unavailable for this family.

Menly, a 19-year-old Peruvian immigrant, interned with the Kingstowne Library in summer 2009. She told LP that she has brought other family members to the library. Before, they never really used the library, but now it is a comfortable place.

Yafet, an intern at FCPL Internet Services told us, “I’ve gained so much wisdom and knowledge. Applying all that I learned at the Government Center will help me tremendously. They’ve had such a huge impact on my life in just 10 weeks.”

Natalie, an intern at Fairfax County Archives wrote that, “Practically everything I learned was new, from faxing a paper to helping clients expunge their case from their record.”



Gabriella, City of Fairfax Library intern, said, “I am more organized now and I have even noticed that my grades have gone up.”

Samantha, FCPL Internet Services and Library Foundation intern, reported that after her internship, she began looking at jobs where she can use the new computer skills that she learned at the Internet Services Office of FCPL.

Ama, an intern at Reston Regional Library, reported increased knowledge of the library system: “I learned that the library is not a place only for doing research and reading books but also they have programs like helping non-English speakers with their English, and teaching people how to use the computer and Internet.” Ama was hired at Reston Regional Library where she worked for two years, leaving only because she moving away for college.

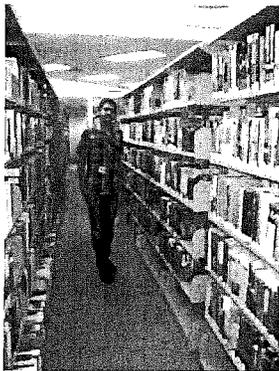
Chelsea, an intern at Burke Center Library, taught her family about the library and its resources. She says that her experience with the library will influence her younger siblings and increase their comfort level in using everything that the library offers.

“It [the internship] has helped me realize the importance of responsibility and to communicate with people. [...] The most important things I have learned from the internship are teamwork,

responsibility, and commitment.” **Hae In**, intern from South Korea at City of Fairfax Regional Library, spring 2010

“The internship experience gave me organization skills important for detail-oriented work.” **Kyung Min**, intern from South Korea at Chantilly Regional Library, spring 2010

“I’m learning to take responsibility and make sure I’m doing what I’m supposed to do.” **Ann**, intern from Thailand at Tysons-Pimmit Regional Library, spring 2010



Amanjot is a young man from India who interned at Pohick Library in the summer of 2011. He was so well liked, that by the time of his site visit (halfway through the internship), his supervisor knew she wanted to hire him when a page position opened. He was able to continue working with Pohick after his 10 weeks, and was hired in December.

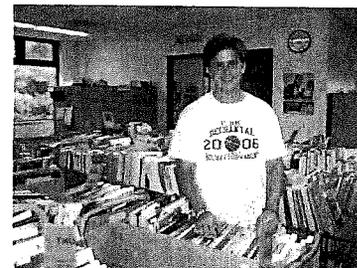
What was your favorite part of your internship? Amanjot: “I met new people who were really nice to me. They were caring, and very helpful. I learned that there are more genres than Fiction and Non-Fiction.”

How will this internship help you in the future? Amanjot: “I have job experience. I know what to expect from the people I work for.”

Carlos, originally from Peru, was also hired by his host library after his summer 2011 internship.



How will this internship help you in the future? Carlos: “Now, I’m more confident talking to other people and also for future job interviews I would not be so nervous. I now have a resume and I think that would help me.”



David’s sister (Ingrid) interned last summer but when he applied, it seemed like location would be a problem. Because his local branch wasn’t accepting interns, David (from Argentina) took on the challenge of traveling to another branch, and excelled in this position.

What new information or skills did you learn from your internship? David: “I’ve learned that work is really hard and every single job needs effort. I also found interesting books for my family and I didn’t know they existed. I like libraries because they have every book for someone who needs it.”

What is one thing you got to do in your internship that you had never done before your internship? David: "Meet the people that work in the library and share cultures with other people that go there."

Sahera's parents are from South Korea and Pakistan. Most recently, she spent a few years in Pakistan where she did not attend school. Now back in the U.S., with a lot of catching up to do, she was eager to begin to build her resume.

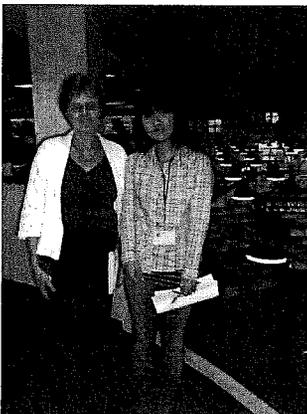


What new information or skills did you learn? Sahera: "I learned so many new things throughout my ten weeks interning at the library. Some new skills I've obtained are better communication, organization, and productivity skills."

Supervisor Feedback

"Both of our interns are well mannered and have a wonderful attitude. They are great and we highly recommend the program and are so appreciative of Liberty's Promise!"

—Mandana Hamzepour, Page Manager, Tysons-Pimmit Regional Library, Winter 2009



"I was extremely happy with this experience," wrote Ted Kavich, Intern Supervisor at Kingstowne Library, "My branch definitely benefitted from Adriana's hard, detail-conscious work and friendly personality."

"I'm very impressed with the program. It's good for them to realize that the work they do is important. [Our intern] is motivated. I think it's a very valuable experience for them and for us."

—Calley McNair, about an intern from Thailand at Tysons-Pimmit Regional Library, Spring 2010

GRANT PRODUCTS



Liberty's Promise is a not-for-profit organization that works to support young immigrants as they become active participants in American society. Our **internship** and **civic education** programs aim to make the immigrant experience an affirmative one, introduce immigrant youth to the democratic traditions of the United States, and facilitate their transition to American life. We collaborate with Fairfax County Public Library to offer 10-week internships for young immigrants and promote active community involvement through our civics course. (In Fairfax County, civics programs currently occur in the City of Fairfax.)

Internships:

Liberty's Promise internships are offered year-round. Summer interns must commit to 20-40 hours per week, while during the school year internships range from 10-20 hours per week. Interns must be able to make a 10-week commitment. Liberty's Promise conducts job skills meetings, arranges for internship interviews, monitors the progress of program participants, and provides feedback to interns and host organizations. Interns receive a monetary allowance to cover food and transportation costs.

Civic Education:

Our 30-hour civic education course is a fun, interactive look at how democracy functions in the United States. Through field trips to the courthouse, county government offices, and other sites, students gain first-hand knowledge of local government and the benefits of civic participation. In addition, local immigrant leaders are invited on a weekly basis to speak to the class, share their experiences, and offer advice to the students on how to succeed in the United States. At the end of the course, students have a greater understanding of American democracy and are equipped with the knowledge and skills to become an active participant in their local communities. (As noted above, in Fairfax County, civics programs currently occur in the City of Fairfax.)

Program requirements:

- 15-21 years of age;
- Immigrant or child of two immigrant parents;
- From a low-income household, according to HUD federal guidelines;
- Moderate to high level of English fluency;
- Legally eligible to work in the United States (**only for Internship program**).

Upon completion of the internship and civics program, each participant receives a certificate of achievement.

Liberty's Promise • 1010 Pendleton Street • Alexandria, VA 22314
TEL: 703-549-9950 • FAX: 703-549-9953 • abouley@libertyspromise.org
www.libertyspromise.org

Liberty's Promise Program Application

The following documents **MUST BE SUBMITTED** before you can start your internship. See attached **Acceptable Documents for Verification**:

1. Birth Date Verification
2. Proof of US Citizenship or Work Authorization*
3. Economic Eligibility Verification
4. Proof of Immigrant Background
5. Picture Identification (school, DMV, military, passport)

Youth will not be allowed to start their internship until all of the required documents are submitted and it is determined that the young person meets the outlined program requirements.

Program applicants must prepare for and participate in an interview with their prospective host organization. Liberty's Promise believes that the real-world experience of preparing for and participating in a professional interview is an invaluable one for all young people. Recognizing that interview preparation is a challenge for many students, Liberty's Promise takes an active role in helping applicants develop a resume and hone their interview skills. Liberty's Promise serves as the intermediary between host organizations and interns, and we do not make the final decision on internship placements. We **do not** guarantee a placement for all applicants.

Applications can be submitted via **fax, mail, or in-person** at our office. Please remember Liberty's Promise cannot allow applicants to start an internship until we have seen proof of eligibility. Once we have received the application, a Liberty's Promise representative will contact you to make an appointment and check eligibility.

*Because our interns are paid and placed in professional office environments, Liberty's Promise can only serve documented immigrants. We ask for work authorization to be in compliance with federal and state laws.

Liberty's Promise
1010 Pendleton Street
Alexandria, VA 22314
Tel: 703-549-9950
Fax: 703-549-9953



Internship Application

All information provided is confidential and will not be shared

PLEASE PRINT CLEARLY

Name: (Last)	(First)	(Middle)
Home Address:		Apt. #
City:	State:	Zip Code: County:
Closest Library (or the library you hope to intern with):		
Home Phone: ()		Cell Phone: ()
Gender (optional):	Male Female	E-mail:
(month/day/year)		
Birth Date:		Social Security Number:
Internship term: (circle one): Winter 2011 Spring 2011 Summer 2011		

Immigration Information

Country of Origin (or parents' country):	Year of US Immigration:
Are you a refugee or an asylee?	Were you born in the United States?: (circle one) Yes No
Are you eligible to work in the United States?: (circle one) Yes No	
Which form of documentation will you be using? (for a list please see p 7):	

Education

Are you currently enrolled in school?: (circle one) Yes No	
High School Information	
Name, City, and State:	
Highest/Current Level of Education: (circle one) 9 th 10 th 11 th 12 th	
Anticipated Graduation Year:	
College/Technical School Information (if applicable)	
Name, City, and State:	
Highest/Current Level of Education: (circle one) 1 2 3 4 5 or more	
Anticipated Graduation Year:	

Economic Eligibility

Number of People in Household:	Total Household Income:
Do you receive free or reduced school lunches?: (circle one) Yes No	

Skills and Interests

PLEASE PRINT CLEARLY

Favorite Subjects/College Major:

Special Skills or Interests:

Language(s) Spoken:

On a scale of 1-5 (1- never used, 5-proficient), how comfortable are you with the following computer programs?

Microsoft Word	1	2	3	4	5
Microsoft Excel	1	2	3	4	5
Internet	1	2	3	4	5
Other: _____	1	2	3	4	5

Awards and Honors:

Extracurricular Activities:

Employment

Are you employed? Yes No If yes, where?

What is your work schedule?

What other obligations do you have during the internship period?

How did you hear about Liberty's Promise?

Why would you like to participate in a Liberty's Promise internship?

What are your educational and career goal(s)?

What would your ideal internship be like?

I certify that the information contained in this application is true and complete to the best of my knowledge.

Applicant's Signature

Date

Liberty's Promise
Release and Consent for Photographs or Recordings

The undersigned consents to the participation of _____
(participant's name) in a photograph/audio or video recording produced by Liberty's Promise. The undersigned is aware that the photograph/audio or video recording may be published by Liberty's Promise and may be released to news media and others in connection with the promotion and publicizing of activities of Liberty's Promise. The undersigned agrees to the use of his/her name, likeness, biographical data in connection with this photo/recording and its publication. The undersigned waives any demand for compensation and relieves Liberty's Promise from all claims arising from the use of this photograph or recording.

Date: _____

Parent/Guardian Signature*: _____

Address: _____

*For youth under 18 years old, a parent or guardian must sign for release and consent.

**Liberty's Promise
Emergency Information**

Emergency Contact Information

PLEASE PRINT CLEARLY

Name:	Relationship to Applicant:
Language Spoken at Home:	
Home Phone: ()	Work Phone: ()

Emergency Medical Information

Family Doctor/Clinic:	Phone:
Home Address:	
City:	State:
Are you currently under medical care? Yes No	
If yes, please explain.	
List any allergies you may have or medications you are presently taking:	

I give permission for emergency health services in the event that I need medical treatment while injured or sick at my internship site.

Applicant's Signature

Date

For applicants under 18 years of age -

As the parent/guardian of _____ (participant's name), I give permission for emergency health services to see that my child is provided with the necessary medical treatment while injured or sick at his/her internship site.

Parent/Guardian Signature

Date

ACCEPTABLE DOCUMENTS FOR VERIFICATION

<i>Eligibility Criteria</i>	<i>Acceptable Documentation</i>
1. Birth Date/Age Verification	<ul style="list-style-type: none"> <input type="checkbox"/> Birth certificate <input type="checkbox"/> Driver's License <input type="checkbox"/> Federal, State, or Local Government Issued ID Card <input type="checkbox"/> Passport <input type="checkbox"/> School records <input type="checkbox"/> Work permit
2. Proof of US Citizenship or Work Authorization	<p>Citizenship</p> <ul style="list-style-type: none"> <input type="checkbox"/> Passport <input type="checkbox"/> Certified birth certificate issued by city, county, or state <input type="checkbox"/> Naturalization Certificate <input type="checkbox"/> Certificate of Citizenship <p>Work Authorization (required if not citizen)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Permanent Resident Card/Alien Registration Card (INS Form I-151 or I-551) <input type="checkbox"/> Temporary Resident Card (INS Form I-688) <input type="checkbox"/> Employment Authorization Card (INS Form I-688A or I-688B) <input type="checkbox"/> Reentry Permit (INS Form I-327) <input type="checkbox"/> Refugee Travel Document (INS Form I-571) <input type="checkbox"/> Social Security Card (Liberty's Promise MUST see card, copies not accepted)
3. Economic Eligibility Verification	<ul style="list-style-type: none"> <input type="checkbox"/> Proof of household income at or below 80% of HUD's low/moderate income standard (see chart on reverse): <ul style="list-style-type: none"> <input type="checkbox"/> Pay stubs from the last six months OR 2009 W-2 form from EACH household earner in your household; <input type="checkbox"/> Free/Reduced Lunch Program Participation letter; <input type="checkbox"/> Notice of eligibility, benefits, or copy of check from income-based public assistance, i.e. TANF (W-2) <input type="checkbox"/> Authorization to receive food stamps, food stamp receipts <input type="checkbox"/> Any other official documentation stating family income (i.e. court decree, social security benefits record, accountant statement, etc.) <input type="checkbox"/> Court record or written statement verification of homeless/runaway/foster child status
4. Proof of Immigrant Background **Participant must prove immigrant status of self or both parents.**	<ul style="list-style-type: none"> <input type="checkbox"/> Passport <input type="checkbox"/> Certified birth certificate issued by city, county, or state <input type="checkbox"/> Naturalization Certificate <input type="checkbox"/> Certificate of Citizenship <input type="checkbox"/> Permanent Resident Card/Alien Registration Card (INS Form I-151 or I-551) <input type="checkbox"/> Temporary Resident Card (INS Form I-688) <input type="checkbox"/> Employment Authorization Card (INS Form I-688A or I-688B) <input type="checkbox"/> Reentry Permit (INS Form I-327) <input type="checkbox"/> Refugee Travel Document (INS Form I-571)

. FY 2009 Income Limits Summary

Washington-Arlington-Alexandria, DC-VA-MD HUD Metro FMR Area										
FY 2009 Income Limit Area	Median Income	FY 2009 Income Limit Category	1 Person	2 Person	3 Person	4 Person	5 Person	6 Person	7 Person	8 Person
Washington-Arlington-Alexandria, DC-VA-MD HUD Metro FMR Area	\$102,700	<u>Very Low (50%) Income Limits</u>	\$35,950	\$41,100	\$46,200	\$51,350	\$55,450	\$59,550	\$63,650	\$67,800
		<u>Extremely Low (30%) Income Limits</u>	\$21,550	\$24,650	\$27,700	\$30,800	\$33,250	\$35,750	\$38,200	\$40,650
		<u>Low (80%) Income Limits</u>	\$44,800	\$51,200	\$57,600	\$64,000	\$69,100	\$74,250	\$79,350	\$84,500

The Washington-Arlington-Alexandria, DC-VA-MD HUD Metro FMR Area contains the following areas: District of Columbia, DC ; Calvert County, MD ; Charles County, MD ; Frederick County, MD ; Montgomery County, MD ; Prince George's County, MD ; Arlington County, VA ; Clarke County, VA ; Fairfax County, VA ; Fauquier County, VA ; Loudoun County, VA ; Prince William County, VA ; Spotsylvania County, VA ; Stafford County, VA ; Alexandria city, VA ; Fairfax city, VA ; Falls Church city, VA ; Fredericksburg city, VA ; Manassas city, VA ; and Manassas Park city, VA .

Income Limit areas are based on FY 2009 Fair Market Rent (FMR) areas. For a detailed account of how this area is derived please see our associated [FY 2009 Fair Market Rent documentation system](http://www.huduser.org/portal/datasets/1/1/12009/2009summary.odn?inputname=METRO47900M47900*Washington-Arlington-Alexandria%2C+DC-VA-MD+HUD+Metro+FMR+Area&selection_type=hmfa&year=2009).

http://www.huduser.org/portal/datasets/1/1/12009/2009summary.odn?inputname=METRO47900M47900*Washington-Arlington-Alexandria%2C+DC-VA-MD+HUD+Metro+FMR+Area&selection_type=hmfa&year=2009

Liberty's Promise

Enrollment for Host Organizations

Please print or type clearly

Host Organization:		
Address:		
City:	State:	Zip:
Supervisor's Phone:	Supervisor's E-mail:	
Supervisor's name:	Supervisor's Job title:	
Internship start date:		
Intern wage: \$100/ week allowance paid by Liberty's Promise through IMLS grant		
Hours of operation:		

Internship Description

Please describe the internship, including the responsibilities of the intern, and any desired qualifications of intern candidates. Please limit your description to 1-2 paragraphs.

Please submit to Allison Bouley at Liberty's Promise:

Fax: 703-549-9953

Email: abouley@libertyspromise.org

Liberty's Promise Library Intern Program Entrance Survey

Name _____

Date _____

1. Do you have a library card? Yes____ No____

2. How many times a month do you:

- a. visit the library? _____
- b. check out a book or movie from the library? _____
- c. talk to friends or family about the library? _____

3. Would you consider seeking a full-time job with the library in the future?

- ____ I definitely will
- ____ I probably will
- ____ I do not know
- ____ I probably will not
- ____ I definitely will not

4. How many people do you know who will:

- a. write a job reference for you? _____
- b. write an education reference for you? _____

5. How many adults can you ask:

- a. to proofread a job or education resume? _____
- b. to proofread a college application essay? _____
- c. to help you find a book to read? _____
- d. for help when you have a problem at home or school? _____

6. When you need to find a book for a school project, it is:

- ____ Very easy to find one
- ____ Somewhat easy to find one
- ____ Somewhat hard to find on
- ____ Very hard to find one

7. Does the library charge a fee to check out books? Yes____ No____

8. Does the library charge a fee to check out videos and DVDs? Yes____ No____

9. Briefly describe what you think the library does:

10. Briefly describe the kinds of work you think library staff perform:

11. Have you ever talked with your friends or family about the library? Yes____ No____

12. If so, what did you tell them?

Thank you for completing this questionnaire



Skill	I still need to work on this	This improved during my internship	I have always been good at this
Interview skills			
Timeliness			
Work ethic / quality of work			
Initiative			
Flexibility			
Professionalism			
Self-confidence			
Ability to work with little or no supervision / Focus on tasks			
Willingness to learn			
Communication with Supervisor			
Communication with co-workers			
Other:			

7. What was your favorite part of working with Liberty's Promise?

8. Do you have any suggestions (for Liberty's Promise or for your host organization) on how to improve the internship for future interns?

9. What's next for you? Are you continuing to volunteer at your host organization or somewhere else? Are you applying for a job at your host organization or somewhere else?

10. I give permission for Liberty's Promise to share this evaluation with my internship supervisor: YES NO

11. We'd like to stay in touch! Please provide:

Phone number: _____

Email address:

Home address:

Facebook name: _____

Thank you for completing this questionnaire



Liberty's Promise Library Intern Program Exit Survey

Name _____

Date _____

1. Do you have a library card? Yes ___ No ___

2. How many times a month do you:

- a. visit the library? _____
- b. check out a book or movie from the library? _____
- c. talk to friends or family about the library? _____

3. Would you consider seeking a full-time job with the library in the future?

- ___ I definitely will
- ___ I probably will
- ___ I do not know
- ___ I probably will not
- ___ I definitely will not

4. How many people do you know who will:

- a. write a job reference for you? _____
- b. write an education reference for you? _____

5. How many adults can you ask:

- a. to proofread a job or education resume? _____
- b. to proofread a college application essay? _____
- c. to help you find a book to read? _____
- d. for help when you have a problem at home or school? _____

6. When you need to find a book for a school project, it is:

- ___ Very easy to find one
- ___ Somewhat easy to find one
- ___ Somewhat hard to find on
- ___ Very hard to find one

7. Does the library charge a fee to check out books? Yes ___ No ___

8. Does the library charge a fee to check out videos and DVDs? Yes ___ No ___

9. Briefly describe what you think the library does:

10. Briefly describe the kinds of work you think library staff perform:

11. Have you ever talked with your friends or family about the library? Yes ___ No ___

12. If so, what did you tell them?

13. Would you recommend the library as a good place to work? Yes ___ No ___

Thank you for completing this questionnaire



5. Please tell us how your intern progressed/developed over the course of the internship. For each skill, check the box that applies:

Skill	Area for continued improvement	Demonstrated improvement during internship	Already excels at this skill
Interview skills			
Timeliness			
Work ethic / quality of work			
Initiative			
Flexibility			
Professionalism			
Self-confidence			
Ability to work with little or no supervision / Focused on tasks			
Willingness to learn			
Communication with Supervisor			
Communication with co-workers			
Other: _____			

6. If you had the resources, would you consider hiring your intern on as an employee? (circle one)

Yes, definitely

Would require further consideration

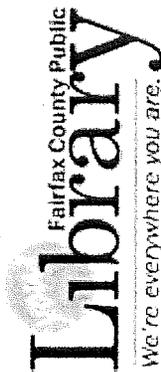
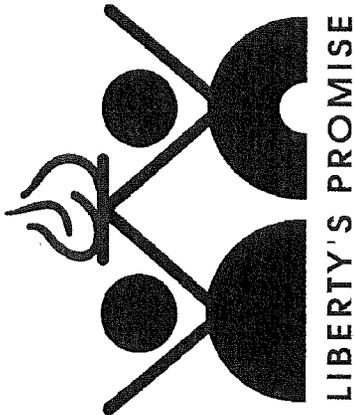
No

Please explain:

7. Evaluate your Liberty's Promise experience. How can we at Liberty's Promise improve our services in future internships?

8. I give permission for this evaluation to be shared with the intern I supervised: Yes No

Thank you for your ongoing support of Liberty's Promise and our interns. We really appreciate all that you do to mentor, teach, and support the young people with whom you work!



is pleased to award a

Certificate of Achievement

to

(Library Intern)

In recognition of his successful completion
of the Summer 2011 Liberty's Promise Internship program.

Granted: September 22, 2011

Robert M. Ponichtera, PhD
Executive Director

Allison Bouley
Program Officer

Show of Hands

Volunteer Newsletter of the Fairfax County Public Library

Summer 2010



An American Future: Internship Program

Thanks to a generous grant from the Institute of Museum and Library Services, the Fairfax County Public Library, along with our partner Liberty's Promise, is in the midst of an exciting three-year-program that places 90 low-income immigrant youth in 10-week paid internships throughout the library system.

This win-win partnership benefits both the interns and the library. Interns learn job skills as well as develop an understanding of the role a public library serves in the community. For many immigrants the concept of a public library is quite new. These hard-working youth contribute to many aspects of the library system's operation, such as shelving books, locating items people have placed on hold, providing direct customer service, assisting with the Summer Reading Program and creating content for the library's Web site.

Simran, a 16-year-old freshman at Herndon High School, illustrates the importance of this partnership. Recently, Simran left his home in India for a better life here in Fairfax County. In addition to the challenges of learning a new culture and language, Simran also had to take on the new role of helping to provide for his family. Originally attracted to the internship program by the need for extra income, Simran gained much more from the experience. He had never set foot in a library before and the internship introduced him to a whole new world. "I have learned a lot in my internship and now have my own library card

to check out books. If I hadn't learned about this internship, I would have never gone to a library or learned how to find a book." Simran quickly learned more about his community and the resources available through the library. It wasn't long before his supervisor noticed a real change in the branch's intern. "The most rewarding part of the internship was

seeing Simran improve his speaking, listening and writing skills, and helping him to develop his confidence and communication with others," said his supervisor. For Simran, this is just the beginning and he is eager to learn even more about our library system.

To date, 40 young immigrants have completed their internships and another 20 will be in the interning this summer. They represent a diverse group from countries that include Argentina, Bangladesh, Bolivia, Burkina Faso, Cameroon, China, Colombia, El Salvador, Eritrea, Ethiopia, Ghana, India, Iraq, Laos, Mexico, Pakistan, Peru, Somalia, South Korea, Thailand and Vietnam.



An intern from Cameroon sorts books the Reston Regional Library

For more information about this program, contact Erin Chernisky at 703-324-8332.



LIBERTY'S PROMISE



INSTITUTE of
Museum and Library
SERVICES

Last Issue

Dear *Show of Hands* readers:

It is with great regret that due to budget cuts and loss of staff, we inform you that this will be our last printed issue of *Show of Hands*. This publication has served a dual purpose of both recruiting new volunteers as well as allowing us to recognize and highlight the outstanding accomplishments and varied contributions of volunteers throughout the library system. We are currently exploring other options for communicating about our volunteer program. Special thanks goes to the library's first volunteer coordinator, Kate Wanderer, for originally creating *Show of Hands*!

Pat Bangs, Editor
Erin Chernisky, Volunteer Coordinator

An American Future: Library Service Opportunities for Immigrant Youth

by Patricia Bangs

For Soha, a young immigrant from Pakistan, a recent stint as an intern at the Lorton Library in Fairfax County was one of her first experiences in a U.S. workplace. Not only did she learn about the work of information professionals in public libraries, she also developed basic job skills. "I learned how to handle patrons, how to be friendly even when you aren't feeling happy, how to handle children," she wrote in a post-internship evaluation. For Nana, who emigrated from Ghana to the U.S. when she was ten, a summer internship in library administration and at the Access Services branch, which provides library services for individuals with disabilities, was transforming. "I haven't felt this way about working," she said. Her only other experience had been helping her sister at an assisted living facility. "I might work in a library one day."

Actually, of the fifty-seven immigrant youth who have completed ten-week internships in branches and administrative offices of the Fairfax County Public Library (FCPL) since 2008, seven have been hired in entry-level positions thanks to a unique partnership with Liberty's Promise, a local nonprofit organization that works to support young immigrants as they become participants in American society.

The project, An American Future: Library Service Opportunities for

Immigrant Youth, is funded with a three-year grant from the Institute of Museum and Library Services (IMLS). The project both assists young immigrants in gaining job experience in the U.S. workplace and is helping the Fairfax County Public Library develop its diverse

"I learned how to handle patrons, how to be friendly even when you aren't feeling happy, how to handle children."

workforce to meet the needs of this northern Virginia community. An American Future evolved from an informal partnership between Liberty's Promise, which attempts to introduce young immigrants to the American workplace through its Opportunities Plus program, and FCPL. In 2006, Liberty's Promise approached the library about creating internships for its clients in library branches. FCPL accepted the offer, and over the next two years, Liberty's Promise placed nine youth from eight different countries in various FCPL branches and our Access Services branch. The organization's Opportunities Plus program provided the interns

with a small weekly stipend for travel and other costs. The partnership was so successful—close to half of the interns were offered continuing positions at the library, and two actually joined the library staff—that FCPL decided to apply for a grant through the IMLS Laura Bush 21st Century Librarian Program to expand the project.

The Institute of Museum and Library Services had launched the Laura Bush 21st Century Librarian Program in 2003 as a way to develop information professionals to manage the growing information needs of the nation, meet the information needs of the underserved, and build the skills necessary to further develop the information and digital literacy of their communities. In 2008, IMLS awarded a \$265,258 grant to FCPL to introduce young immigrants to the public library as a possible

Patricia Bangs has been a communications specialist and staff writer with the Marketing and Communications Office of the Fairfax County Public Library for more than a decade. For more information about An American Future: Library Service Opportunities for Immigrant Youth, contact Erin Chernisky, volunteer coordinator, Fairfax County Public Library, at erin.chernisky@fairfaxcounty.gov, or Allison Bouley, program officer, Liberty's Promise, at abouley@libertyspromise.org.

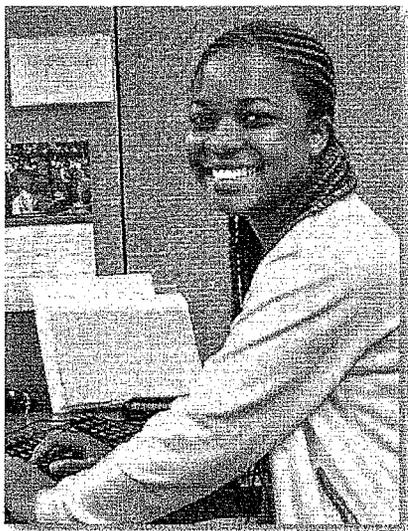
career path and as a resource in their community. When the grant ends in 2011, ninety immigrant youth from more than twenty countries will have participated in the program.

"We are so excited about these library internships," says Allison Bouley, a Liberty's Promise program officer. "We are offering these young immigrants exposure to a career that they never may have considered. Their parents see doctors and lawyers as successful American careers, but we let them learn that there are professional people in other occupations, as well."

For FCPL, the IMLS grant is allowing the library system to educate promising immigrant youth about the opportunity for careers and fulfillment in public libraries. But it is also introducing the public library and its wealth of services to immigrant communities that may be unaware of what FCPL has to offer.

The project's responsibilities are divided between two people—a staff member at Liberty's Promise, who is responsible for recruiting the interns, and the volunteer coordinator at FCPL, who recruits locations and supervisors for the ten-week internships. While some library staff may be slightly reluctant to take on high school and college-age youth with no work experience, within weeks after the interns begin they are converted, explains Erin Chernisky, FCPL's volunteer coordinator. "It has been a wonderful experience for the library," she says.

The Liberty's Promise interns must complete a rigorous selection process to be awarded an internship at FCPL. To qualify, they must meet five basic criteria: be fifteen to twenty-one years of age; meet low-income guidelines; be an immigrant or the child of two immigrant parents; have moderate to high English skills; and be legally eligible to work in the U.S.

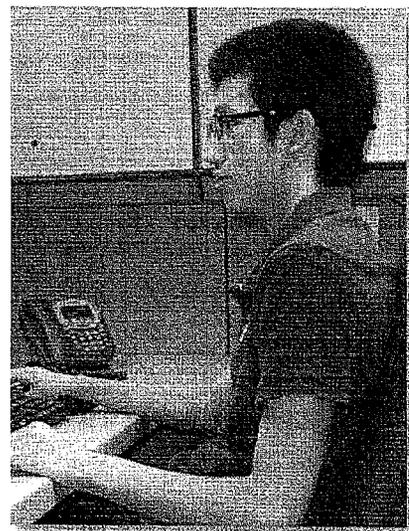


"I might work in a library one day," says Nana, a young immigrant from Ghana, who interned in the library's Access Services branch and library administration for ten weeks during the summer of 2010.

If they meet the basic qualifications, they are further contacted to discuss other issues, such as transportation and whether they will have enough time for the ten-week internship.

Liberty's Promise recruits the interns by sending emails about the program to ESL classes in the schools, guidance counselors, and social workers. The organization's staff attends meetings of community organizations in neighborhoods with immigrant populations. Occasionally, Liberty's Promise gets referrals from special education teachers or gang prevention staff. Many young immigrants learn about the internships through word-of-mouth from siblings, other relatives, or past interns.

Once selected, the interns attend either a full-day job skills/resume workshop or get one-on-one help from a job skills expert. "Many don't feel they have any skills," says Allison Bouley. "But then we ask them, 'How many languages do you speak?' and 'Do you



"It was my first experience working with American people," says Taejoon. He assisted the library's Internet Services and Human Resources departments, as well as the Fairfax Library Foundation, during the summer of 2010.

babysit a younger sibling?' That's taking responsibility for a child." Liberty's Promise staff also discuss job expectations. They emphasize the need for good communication, stressing that the interns need to feel comfortable asking questions. They may need reminders on simple workplace etiquette, such as having the work phone number available if they will be late.

Once the interns have completed the work skills, resume, and interview training, FCPL takes over arranging interviews for the potential interns with various branches and the library's administrative offices. Over the course of the project, library staff has initially rejected only one candidate for the internship due to English proficiency. A year later, he reapplied and was accepted. During the course of the internship, Liberty's Promise staff keeps in regular contact with the interns and has an on-site visit with both the intern and supervisor together.

"I want to ask the interns if

they are getting as much out of the internship as they want," says Bouley. "It also helps the interns to hear from supervisors what they are good at and what they need to improve on."

During the ten-week internships, the young immigrants perform a variety of tasks.

At the Patrick Henry Library, an intern began by learning how to shelve new adult and children's material. She assisted by signing up kids for the Summer Reading Program. In a time of staff layoffs and cutbacks in programs, the intern was able to maintain a popular Game On afternoon program for teens by setting up equipment such as projectors and computer games. Without her help, the program would have been dropped. But not only the library benefited. "I saw her become more self-sufficient and confident," says Helen Ignatenko, the assistant branch manager and her supervisor. "She became aware of what the library has. She was trying to complete her high school diploma by taking online courses, and by the end of the summer, I saw her checking out more and more books."

At the Sherwood Regional Library, which has hosted five interns, the interns perform mostly circulation tasks, such as checking in books from the book drop, pulling reserved books, and looking for missing books based on catalog reports, as well as shelving, sorting, filing, and other tasks. "One of my biggest concerns was that each intern learn to take initiative; once they were trained in several different tasks, they were able to identify what needed to be done without having to ask me what else to do," says Jacqueline Butler, page manager at the branch and an enthusiastic supervisor for the interns.

At the Reston Regional Library, where three young immigrants have completed their internships, branch manager Andrew Pendergrass

describes the interns as "a timely godsend." Branch staff oriented them to each of the library's departments. They learned back-room tasks and shadowed circulation and information staff. The branch has a large children's area and the interns straightened and merchandised the material. "They had a presence in the library," says Pendergrass. "They could answer the public's questions—such as 'Where is the librarian?' or 'Where are the board books?'"

Measuring the success of the three-year project is an important part of the IMLS grant. The project

Andrew Pendergrass describes the interns as "a timely godsend."

staff is working with the Department of Social Work at George Mason University in Fairfax to develop and fine-tune evaluation tools.

Prior to beginning an internship, each intern is asked to fill out an entrance survey about libraries. Among the questions are: (1) Have you ever visited a Fairfax County Public Library before? (2) If yes, how often do you visit the library? (3) Do you have a library card? (4) Does the library charge a fee to check out books? (5) Does the library charge a fee to check out videos and DVDs? (6) Briefly describe what you think the library does. (7) Briefly describe the kinds of work you think library staff perform. (8) Have you ever talked with your friends or family about the library? (9) If so, what did you tell them? Each intern fills out and answers the same questions in an exit survey after the internship ends.

At the end of the internship, both interns and supervisors also

fill out evaluations. Interns are asked to comment on their favorite part of the internship, new things learned, and how the internship will help them in the future. Supervisors are asked how the internship helped the intern understand the workplace environment, what situations were challenging, what was rewarding in hosting an intern, and what could be done to improve future internships.

It is clear from the comments on these evaluations that these young immigrants are learning not just about the public library, but also about their community as a whole. They are discovering that today's libraries are about more than just lending books; they also provide an access point to a wide variety of services—everything from English classes to workshops on webpage design.

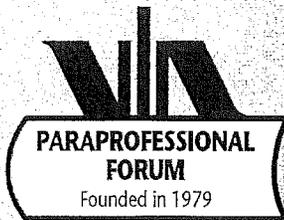
One intern, Ingrid, who emigrated from Argentina to the U.S. in 2009, was impressed with the work needed to keep the library organized. "I always thought that it was so easy to shelve books," she wrote. "But now I know that each person who works there [the library] has an important role. We need one another to keep the library very organized."

For Taejoon, a young immigrant from Korea, it was working with library staff that impressed him most. "I didn't have any professional work experience," he explained. "It was my first time working with American people."

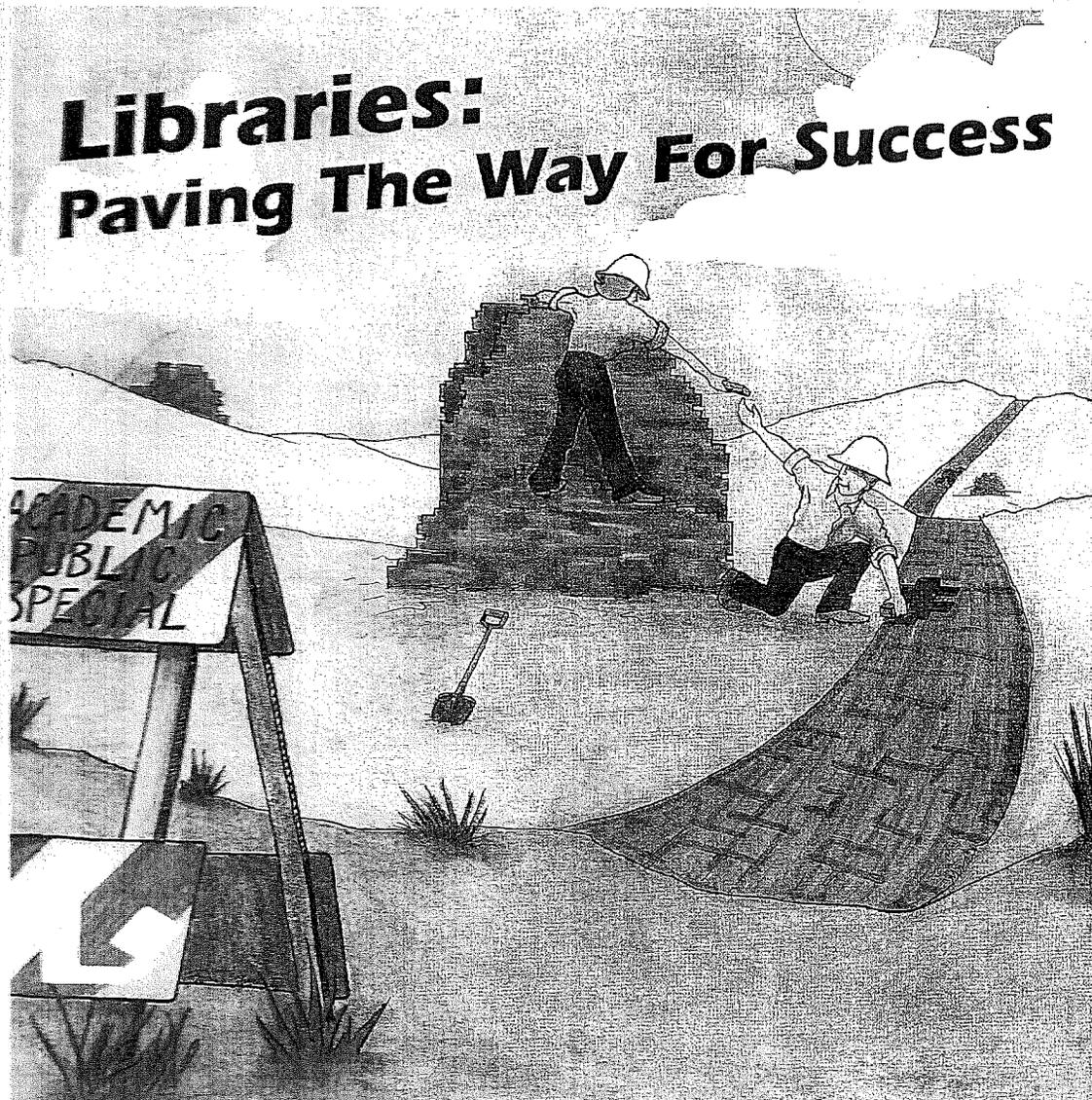
As a result of An American Future: Library Service Opportunities for Immigrant Youth, young people new to the United States not only learn about a career option they may never have considered, but also about the library itself. The project is helping FCPL to expand its reach in the immigrant communities it serves and hopefully attract a more diverse workforce.

It is definitely a win-win partnership. ▀

**19th Annual
Conference**



A program to enhance the professional development of paraprofessionals and to provide workshops, presentations, discussion groups, panels, and networking opportunities.



Sunday, May 22, 2011 – Tuesday, May 24, 2011
Holiday Inn Select/Koger South Conference Center
Richmond, Virginia

MONDAY, MAY 23

Breakfast on Your Own

Coffee and muffins served in the conference registration area.

7:30 a.m. – 4:30 p.m.

Registration

Foyer

9:00 a.m. – 9:30 a.m.

Opening General Session

Parlors G&H

Welcome – Introductions/Announcements.
Karen Jacobs and Susan Carroll, VLAPF Co-Chairs.
Matt Todd, VLA President.

9:30 a.m. – 10:30 a.m.

Keynote Speaker

Peter Pober, PhD, Head of Forensics, George Mason University.

10:45 a.m. – 12:00 p.m.

FIRST SESSION

A. Online LIS Programs: Providing Education and Equity

Parlor G

Dr. Linda Swaine will review a brief history of online learning, to current status, benefits and challenges and an example of FSU program requirements.

Presenter(s): Dr. Linda Swaine, Florida State University.

B. Holding a Mirror Up to Your Management Style: My True Life Story of Climbing the Ladder, Again

Parlor E

After being a Circulation Manager for two years, I took a job as a Circulation Assistant when I relocated. Now, on the brink of promotion, I discuss perspectives gained, lessons learned, and what I'll do differently this time around as a Circulation Supervisor.

Presenter(s): Angela Duncan, Davis Memorial Library, Fayetteville, NC.

C. An American Future — Young Immigrants and Library Service

Parlor F

From a Korean-American teen's first job experience to a Hispanic teen's discovery of a workplace beyond fast food, learn how an IMLS grant allows the Fairfax County Public Library to place young immigrants into paid library internships where they gain job skills, discover a public library's role in the community, and learn about paraprofessional library careers.

Presenter(s): Erin Chernisky, Fairfax County Public Library.

D. All About ERM: Managing Electronic Resources

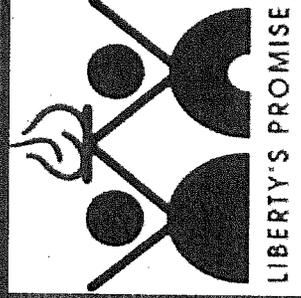
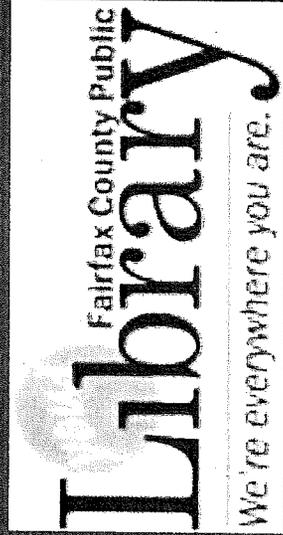
Parlor A

This presentation will offer an overview of electronic resources management procedures from the perspective of a medium-sized academic research library. We will discuss types of electronic resources, issues in managing these resources and elements that go into providing a cost-benefit analysis for these resources.

Presenter(s): Andrea Ogier, Virginia Tech.

An American Future: Library Internships for Immigrant Youth

Fairfax County Public Library and Liberty's Promise



Presentation Overview

- Fairfax County Public Library and Liberty's Promise
 - How the project got started
 - Project details
 - Challenges and Successes
- And along the way, you'll hear about some of our youth!

Ghada, current intern

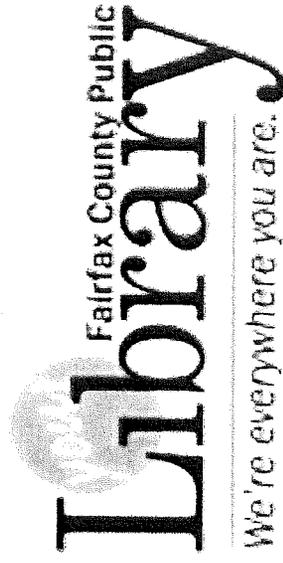
My name is Ghada. I am 17 years old. I was born in Iraq and I lived in Egypt before I came to the United States with my family 8 months ago. I came to the U.S.A to live in peace away from the wars. I have settled in well and have made progress in my understanding of the language. I enjoy swimming, reading and visiting museums.



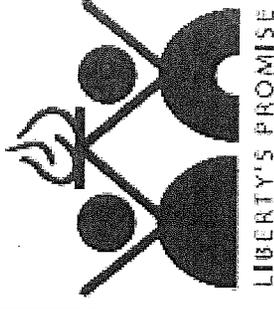
I heard about Liberty's Promise through school and I feel this experience has been most beneficial to me. It has given me so much confidence in myself and in my ability. I believe this will be great encouragement to help me in my future success in America, which I hope will now become my permanent home.

About Fairfax County Public Library

- Large public library system
- Located in a county over 1 million people
- 23 library branches
- Annual circulation is 13,879,073
- Annual visitation is 5,685,827
- 603 employees
 - 523 at the branches
 - 121 hold MLS degrees

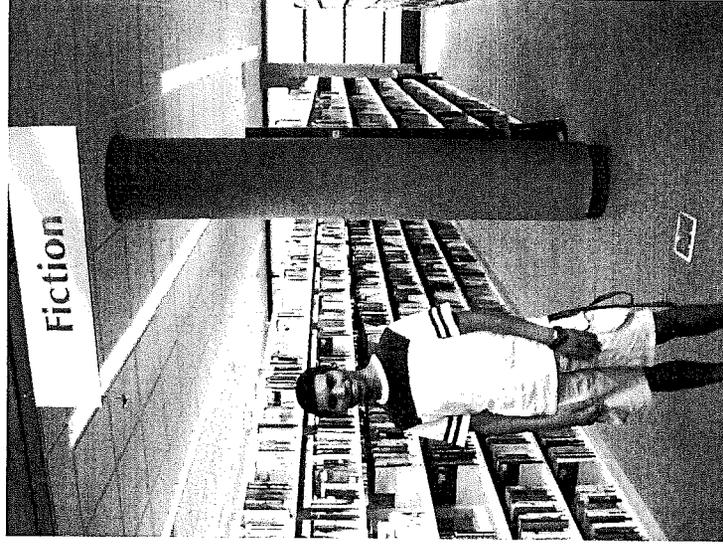


About Liberty's Promise



Liberty's Promise is a non-profit organization that works to sustain and support young immigrants while encouraging them to be active and conscientious American citizens.

- 1, 197 (as of 1 January 2011) young immigrants from Gaithersburg to Herndon representing 88 different countries
- 88 received job training with our professional mentors
- 323 internships at 114 different sites
- 937 young people completed *Civics and Citizenship*



The Beginning

- In 2006, Liberty's Promise approached the FCPL about placing students into internships at Library branches.
- This proved to be a beneficial partnership to both groups, so the Library applied for a grant to continue and expand the program.
- In 2008, the Institute of Museum and Library services awarded FCPL a grant for the program: *An American Future*.
- This is part of the *Laura Bush 21st Century Librarian Program* which provides funds to recruit and train new librarians

Program Goals

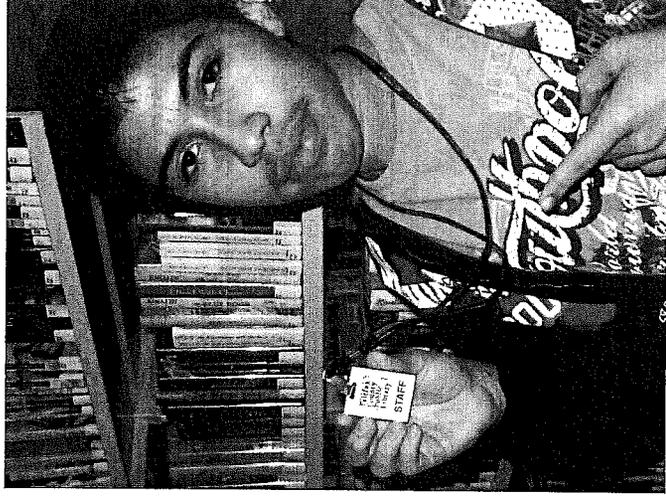
1. Introduce the public library as a possible career path to young immigrants.
2. Introduce the public library as a community resource to immigrants.
3. Give young immigrants new job skills.
4. Help Fairfax County Public Library to continue developing and maintaining a diverse workforce.

Grant Details

- Three years (2008-2011)
- Place 90 youth into internships
- FCPL: indentifies branches, supervisors, develop internship tasks, directly supervises interns, promoting the program through the branches and the website, approves and submits semiannual reports, coordinates summer trip to Library of Congress
- Liberty's Promise: recruits and identifies youth, prepares youth for interviews with libraries through job skills workshops, supports youth through their internships, administers weekly payments to youth, site visits, update youth blog, drafts reports and financials
- Outside agency (GMU) performs independent evaluation

Internship Overview

- 10 weeks long
- 10-20 hours per week during the school year
- 20-40 hours per week during the summer
- Stipend of \$100 per week to offset transportation and food costs and to enable low-income youth to participate
- In order to intern, a youth must be:
 - 15-21 years old
 - An immigrant, or the child of two immigrant parents
 - From a low-income family
 - Able to speak English with moderate to high fluency
 - Legally able to work in the United States



Internship Process

- Youth are recruited through local schools, community connections
- Library branches are identified based on hosting ability, interest and location
- Youth apply to Liberty's Promise
- Liberty's Promise verifies youth eligibility and conducts an orientation and job skills workshop
- Youth interviewed at the library
- If offered an internship, youth and library host determine schedule
- Liberty's Promise keeps in touch with intern and supervisor throughout the 10 weeks and performs one site visit
- At the end of the 10 weeks, supervisor and intern both complete final evaluations



Internship Application

All information provided is confidential and will not be shared

PLEASE PRINT CLEARLY

Name: (Last) _____ (First) _____ (Middle) _____ Apt. # _____
 Home Address: _____ Zip Code: _____ County: _____
 City: _____ State: _____
 Closest Library (or the library you hope to intern with): _____
 Home Phone: () _____ Cell Phone: () _____
 Gender (optional): Male Female E-mail: _____
 Birth Date: (month/day/year) _____ Social Security Number: _____

Immigration Information
 Country of Origin (or parents' country): _____ Year of US Immigration: _____
 Are you a refugee or an asylee? Were you born in the United States?: (circle one) Yes No
 Are you eligible to work in the United States?: (circle one) Yes No
 Which form of documentation will you be using? (for a list please see p 7): _____

Education
 Are you currently enrolled in school?: (circle one) Yes No
 High School Information
 Name, City, and State: _____
 Highest/Current Level of Education: (circle one) 9th 10th 11th 12th
 Anticipated Graduation Year: _____
 College/Technical School Information (if applicable)
 Name, City, and State: _____
 Highest/Current Level of Education: (circle one) 1 2 3 4 5 or more
 Anticipated Graduation Year: _____

Economic Eligibility
 Number of People in Household: _____ Total Household Income: _____
 Do you receive free or reduced school lunches?: (circle one) Yes No

PLEASE PRINT CLEARLY

Skills and Interests
 Favorite Subjects/College Major: _____
 Special Skills or Interests: _____
 Language(s) Spoken: _____

On a scale of 1-5 (1-never used, 5-proficient), how comfortable are you with the following computer programs?
 Microsoft Word 1 2 3 4 5
 Microsoft Excel 1 2 3 4 5
 Internet 1 2 3 4 5
 Other: 1 2 3 4 5

Awards and Honors: _____
 Extracurricular Activities: _____

Employment
 Are you employed? Yes No If yes, where? _____
 What is your work schedule? _____
 What other obligations do you have during the internship period? _____
 How did you hear about Liberty's Promise? _____
 Why would you like to participate in a Liberty's Promise internship, specifically in the library setting? _____
 What are your educational and career goal(s)? _____
 What would your ideal internship be like? _____

I certify that the information contained in this application is true and complete to the best of my knowledge.
 Applicant's Signature _____ Date _____

Coordination of FCPL Staff

- Announcement of the program was made to branch managers and department heads
- Interested branches/departments identified intern supervisors who attended a required training session
- Once interns were identified, they came in for interviews. FCPL staff were not required to accept an intern if they did not believe it would be a good fit
- After interns were hired, staff provided training, supervision, and feedback to the intern and to Liberty's Promise

Internships

- FCPL staff worked to provide meaningful work for the interns
- Having them for 10 weeks meant they could do more than the typical student volunteer
- Examples of tasks/projects:
 - Sorting at the Returns
 - Shelving (Fiction, Nonfiction, Media, Children's)
 - Attending Meetings
 - Shelf Reading
 - Closing the library with other pages
 - Pick List
 - Missing List
 - Assisting with summer reading program
 - Set-up for library programs
 - Shifting projects
 - Delivery

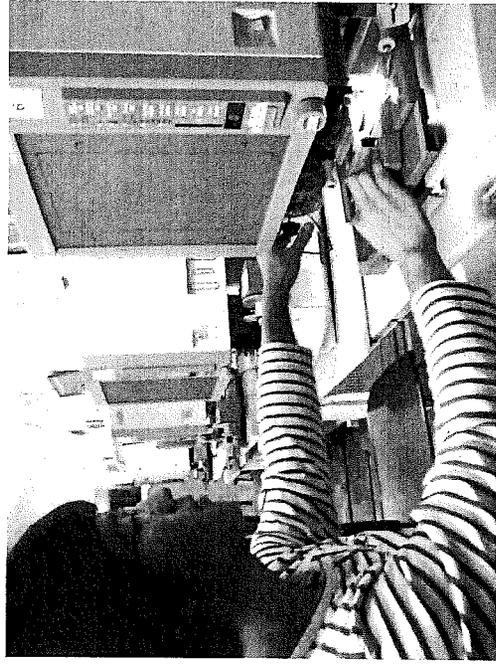
Supervisor Feedback

- "I'm very impressed with the program. It's good for them [interns] to realize that the work they do is important. [Our intern] is motivated. I think it's a very valuable experience for them and for us." –Calley McNair, about an intern from Thailand at Tysons-Pimmit Regional Library, Spring 2010
- "I believe in the work that Liberty's Promise is doing in our community, making it possible for students to experience and learn about working life in a positive way." –Azar Momeni, Tysons-Pimmit Library
- "I like this project because we are a community library and we are always open for people outside the library to learn and give back to the community, to get a view of how the library works and it gives me a chance to teach somebody the knowledge I have. It's a good learning experience both ways." Elizabeth Vargis, Oakton Library

Youth Data

By the end of summer 2011, we'll place 94 interns. They represent:

- 25 countries and Puerto Rico (Afghanistan, Argentina, Bolivia, Burkina Faso, Cameroon, China, Colombia, El Salvador, Eritrea, Ethiopia, Ghana, Honduras, India, Iraq, Laos, Malaysia, Morocco, Mexico, Pakistan, Peru, Somalia, South Korea, Sudan, Thailand, Vietnam)



- 28 schools (23 high schools, 5 colleges)
- 27 library branches/ administrative offices

Ingrid, past intern

Ingrid, an intern from Argentina, wrote the following:

“This experience was very helpful for me because I did not have any idea about how a library works, and how much I appreciate every worker’s job. At the beginning I was afraid, but the staff were so

nice to me, and they taught me each duty carefully. Now I have learned almost everything,

and I am very thankful, first to God, to the wonderful Liberty’s Promise for the great

opportunity, and to the Thomas Jefferson staff.”

After she completed her 10-week internship, Ingrid continued to volunteer at Thomas Jefferson Library in Falls Church, VA. We are excited to report that her commitment paid off, and she was hired on as

a Page at the library branch in October.



Challenges

Transportation

Schedules

Dress

Work ethic

Staff perceptions

Cultural

Library Budget

Adapting/ improving delivery of the grant
over three years



Successes

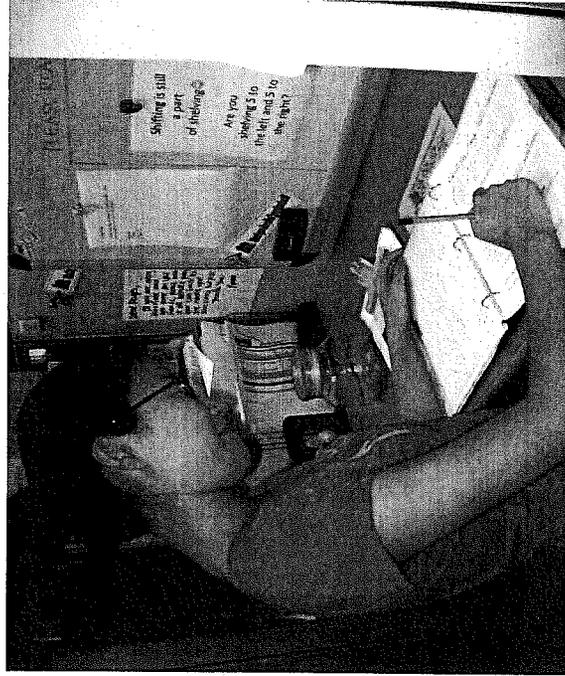
- 10 interns hired (or interviewing for Page positions). Many more still working as volunteers
- At the beginning of the internships
 - 80.4% did have a library card;
 - 86% knew what a resume was, but only 44.2% knew how to write one;
 - 79.1% knew what a cover letter was, but only 20.9% know how to write one;
 - 30.2% had had an employment interview;
 - and 93% indicated they planned to attend college.
- Following completion of their internships,
 - 75% indicated that they would consider a full-time employment with a library,
 - and 100% recommended the library as a good place to work.

Julie, past intern

Julie, originally from South Korea, is another success story. Her internship supervisor later confessed that she would have liked to hire Julie on immediately after her initial internship interview.

Instead, she offered Julie the internship and mid-way through offered Julie a permanent paid position as a Page. We are excited about situations like Julie's because we see the internship program working:

Julie was introduced to a library career and enjoyed the experience so much that she decided to stay. Likewise, the library staff was introduced to a young woman who may not otherwise have applied for library work. Julie continues to work at the library, and last week, she sat in on a site visit with a current intern whom she is helping to train!



www.fairfaxcounty.gov/Library/

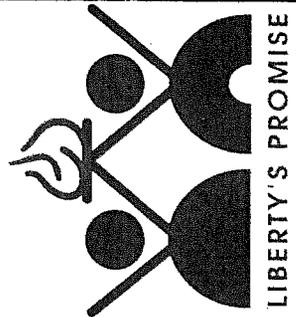
www.libertypromise.org

Final Thoughts from Interns

- It [the internship] has helped me realize the importance of responsibility and to communicate with people. [...] The most important things I have learned from the internship are teamwork, responsibility, and commitment.” –Intern from South Korea at City of Fairfax Regional Library
- “The internship experience gave me organization skills important for detail-oriented work.” –Intern from South Korea at Chantilly Regional Library
- “I’m learning to take responsibility and make sure I’m doing what I’m supposed to do.” –Intern from Thailand at Tysons-Pimmit Regional Library
- “I got to learn how a library works which is pretty awesome because most people don’t know. I also learned to manage my time which at points was stressful because of afterschool activities but I worked everything pretty well.” – Intern from Mexico at Sherwood Library

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Liberty's Promise Evaluation
RE-03-08-0009

Evaluation for Liberty's Promise Internship Program
Alexandria, Virginia

An American Future: Library Service Opportunities for Immigrant Youth
Evaluation Report

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Purpose of the Evaluation

This report focused on the project during its multi-year efforts. It includes recent findings from the project's final year of operation. These evaluation efforts are intended to provide technical assistance, planning, and evaluative support to complete an outcomes evaluation for Liberty's Promise. Activities from this program evaluation effort are intended to support future funding applications and provide an explicit program theory. The initial goals delineated below are from the original proposal of *An American Future: Library Service Opportunities for Immigrant Youth*:

- Educate 90 promising immigrant youth about the opportunity for careers and fulfillment in public libraries
- Attract a diverse pool of candidates to the library workforce, thus making libraries better equipped to serve today's diverse patrons and ensuring the survival of many libraries
- Increase the number of effective library recruitment programs directed at high school youth and lower-division, college-age brackets
- Help immigrant youth acculturate as active participants in the American community.

Organizational Overview

Liberty's Promise, a 501(c) 3 organization, located at 1010 Pendleton St., Alexandria, Virginia 22314, began operation in August 2005 with a mission to support young immigrants in need while encouraging them to be active and conscientious American citizens. Robert Ponichtera, a history professor and nonprofit executive, created the organization to expose America's growing community of recent immigrants to this country's basic values of freedom and individual rights. To fulfill its mission, Liberty's Promise provides civic education and professional internships to low-income immigrants, ages 15 to 21, throughout the Washington, DC Metro area. The goal is to help young immigrants become actively involved in their communities and embark on meaningful careers. By educating our most recent immigrants about this country's democratic

traditions and providing them with workplace opportunities, Liberty's Promise helps promote their sense of belonging to and participation in our shared American community.

Liberty's Promise administers two programs to provide young immigrants with the opportunity, skills, and confidence they need to pursue their personal American Dream. Civics and Citizenship is a 30-hour, after-school, interactive, civic engagement program that focuses on how participatory democracy functions in the United States. Students gain first-hand knowledge of government and civic participation through field trips to, among other places, the local courthouse, government agencies, and police and fire stations. These trips are interspersed with program visits by local immigrant leaders, who share their experiences and offer advice on how to succeed in this country. By the end of the session, participants have a greater understanding of how the American system works and are equipped with the knowledge and skills to become active participants in their local communities. Liberty's Promise offers this program twice per year for 10 weeks, in the fall (October-December) and in the spring (March-May).

Opportunities Plus is an internship program that places documented immigrants with businesses, nonprofit organizations, and government agencies. Internships are offered throughout the year and last eight or ten weeks with a weekly commitment of 20-40 hours in the summer and 10-20 hours during the school year. Liberty's Promise carefully evaluates internships to ensure that adolescents gain valuable work experience and do not spend their days stuffing envelopes, answering phones, and filing folders. The organization offers pre-placement workshops with mentors from the professional business community, in which students write a resume and cover letter, and participate in a practice interview. Throughout the internship, Program Officers maintain close contact with interns and supervisors, conduct a site-visit and collect evaluations from both intern and supervisor at the end of the internship. This evaluation focuses specifically on the internship program.

Background of Project

Funding for the library internship program was provided under the *Laura Bush 21st Century Librarian Program* within the *Institute for Museum and Library Services*. Fairfax County Public Library served as the primary sponsor. The primary goal of the project is to expose immigrant youth to the field of library service. Objectives included building their job seeking skills, developing job retention skills, and increasing their participation in public

libraries. Goals from the original proposal included both short- and long-term impacts of the project. Immediate or short-term goals for *An American Future* included:

- Exposing young immigrants to the work of a public library and how the library impacts the community. For many, the public library is a new concept, and although it is not uniquely American, it is not one widely enjoyed in the countries from which many of the candidates come. This experience provides the basis for thinking about future career opportunities, but it also serves to introduce the intern's entire family to the breadth and depth of resources available to them.
- Instilling pride and support for American ideals of the freedom to read, learn and discuss in an environment free from government interference. Again, many of these youth, if not most, come from places where the unfettered access to literature and information is impossible and censorship is commonplace.
- Encouraging library visits and use by the populations that immigrant staff represent. The comfort level of immigrants in a new and unknown environment is raised whenever a familiar face is present. The library has long noted this, and although through the years the diversity committee has launched many recruitment campaigns and has developed translation services and broadened its collections, the key is having staff fully aware of language and cultural issues.
- Developing the possibility of future library work as a real alternative. The library employs staff at all levels, and pages as well as more senior staff are all eligible for scholarships, released education time and other benefits to further careers in libraries.

Conceptual Framework

The developmental evaluation used for this evaluation followed the social work concept of resilience and robustness of systems. This focused on how 'small world networks' function better than random networks (Barabasi, 2002; Watts & Strogatz, 1998). 'Small world networks' is a conceptual aspect based on the desire to create additional linkages or interconnections with individuals and institutions with whom the adolescent does and could have contact. The creation of additional linkages improves an individual's robustness by increasing access to future educational, training and employment opportunities.

Similar to social service interventions of the late 1800's in the United States and England, the program design sought to link recent immigrants with well established individuals and institutions in order to alleviate social disintegration (Axinn & Stern, 2006). These programs, known as Settlement Houses, were based in the voluntary not-for-profit sector and with services oriented toward social change by viewing the family as the core social structure to be stabilized and strengthened. *Settlers*, as the residents of the houses were known, were middle and upper income individuals living cooperatively in a house located in a low income neighborhood, with the idea of sharing their knowledge and culture with their less educated neighbors (Wade, 2004). This movement was successful in many ways, in part for its role in helping to assimilate Eastern European immigrants into U.S. society at the turn of the century (Husock, 1992).

Part of the success of the Settlement House movement can be attributed to the role played by small world networks, with the settlement house acting as a shortcut between the poor and middle classes and between cultures. A core purpose was to bind the social classes in a common purpose (Husock, 1992), and small world networks were a crucial component in their success in accomplishing that goal. The small world effect can be defined as, "The observation that the shortest-path distance between most pairs of vertices in a network is small – typically just a few steps even in networks with billions of vertices such as the acquaintance network of the entire population (Newman, 2010).

The small world model was proposed by Watts & Strogatz (1998) as a network model that shows both the small world effect and clustering, combining a high transitivity and clustering coefficient with short path length (Newman, 2010). The small world model combines a simple circle model, which features high transitivity but no small world effect, and the random graph, which exhibits the small world effect but no clustering. Combined, the small world model features many local links with a few long-range shortcuts. Real world networks are made up of cliques, or "clumps," of many people with strong ties to many of the same individuals, and weak ties to other people outside the individual's immediate clique. Weak ties are indicated by people moving in multiple social networks simultaneously (Crossley, 2008). Boundaries such as social status, social distance, and group boundaries are important factors in how many weak ties, or shortcuts, different individuals may have. In poor neighborhoods, social isolation and the lack of a social network can impede opportunities for youth, because there are few shortcuts between poor neighborhoods and wealthier areas.

Evaluation Method

A development evaluation approach (Patton, 2011) provided the undergirding evaluation approach. This approach produces not just findings about progress, but materials useful for program development. It watches for and is open to what emerges, it requires timely engagement and rapid feedback, it can become an engine for program development, and program development and evaluation become mutually reinforcing. Aspects of this approach began in late 2010 with refinements to the initial logic model and data collection instruments. Two sets of data were collected, qualitative questionnaires completed by both the interns and their supervisors, and a more structured questionnaire completed by the interns. In the third year of the project, a final focus group was conducted in order to identify additional themes.

This evaluation approach assumed an undergirding systems change approach combined with collaboration. The systems change aspect included the perspectives, boundaries, and interrelationships wherein social innovators (staff of Liberty's Promise) envision a system they intend to change, and then modify the system (acculturation of immigrant youth). The collaborative aspect focuses on networking, cooperation, and collaborating. Through collaboration, the project sought to bring creative and collaborative individuals together. Implementing and completing this proposed project included using the services of three MSW students over a two-year period and supervision of two faculty members from the Department of Social Work - George Mason University. The two faculty persons were responsible for the selection and supervision of the students.

Qualitative Analysis and Results

Themes expressed continually through the project indicated that the participants acquired new knowledge and skills that are transferable to other learning and employment settings. These responses indicated that these participants had been introduced to a new venue that was not necessarily present in the countries and locales from which they came. The library experience appeared to provide a basis for planning their post secondary and career opportunities.

Concerning the second goal of funding - instilling pride and support for American ideals of the freedom to read, learn and discuss in an environment free from government interference – the qualitative responses of participants did support that this was occurring to some extent. Because many of the youth came from places where uncensored access to literature and information was difficult, there was brief mention of this by the interns. This did not consistently appear to be a major emerging theme.

Themes from Questionnaires

Interns consistently indicated in their qualitative responses that they had acquired several useful basic skills while working in the library. They believed that their skills will transfer to their future experiences in higher education and future careers. Common themes expressed by the interns indicated that the library was a good quiet place to work where one could think. Becoming more organized in thought was among the skills learned as well as basic office skills that several interns stated will help them in college.

Having the participants increase their connections with professional staff at their internships revealed that library experiences lead to an increased comfort level of immigrants in a new and unknown environment. A theme emerging from the responses of the intern supervisors was that the supervisors did learn about new cultures. In order to improve upon the reciprocal knowledge garnered by library staff, future evaluation efforts may more closely look at assessing how important it is to have staff who can and become more aware of language and cultural issues of immigrant populations.

The possibility of future library careers did emerge as a real alternative as interns developed increased knowledge of potential careers both in the library system and otherwise. Furthermore, interns indicated that they often became aware of basic employment skills and expectations of future employers.

Themes from the Focus Group

Results from the August 2011 focus group conducted with program participants indicated that participants learned valuable skills while completing their internships and supported the above themes. Findings relative to the respective focus group questions are provided below (please refer to the transcript in Appendix A). Below are listed the questions/prompts and themes expressed by participants.

1. What did you learn about libraries during your internship?

- a. Learning how a library functions, learning about organization, what it's like to work in an American office.
2. What new things did you learn about yourself and your abilities throughout your internship?
 - a. The importance of knowing how to interact with people, specifically adults.
3. Are there some things you hadn't thought of about having a job?
 - a. Punctuality, time management, not slacking
4. How would you say that the internship affected your plans for the future?
 - a. Only changed plans for one of the three – making sure he goes to college, made him want to continue working and apply for other jobs.
5. How do you think that the library serves people from different cultures or who speak different languages?
 - a. The interns helped the customers who could not speak English very well, but sometimes the staff would get frustrated.
6. How often did you see someone come in from a different culture?
 - a. Range – only 3 times overall to 6-7 people or families every day from all different cultures
7. How likely do you think people from other cultures are to use a library?
 - a. More likely – learn English
8. What other kind of things did the libraries offer for other cultures?
 - a. Language CDs – they would use them
9. What kind of role do you think a library plays in a community?
 - a. Research, use computers, quiet place to study.
10. How did working at the library change your role in your community?
 - a. Learned to understand people more, made friends, became a community resource about libraries
11. How did working at the library change how you look at books and reading?
 - a. Made reading more enjoyable, more likely to read.
12. Did you find that this sparked any conversation with your family or your friends about how they use the library?
 - a. Yes – with family and friends, talked about how the shelving works and that the library is interesting.

Year-Three Themes

Ideas expressed by interns and their supervisors during the final year were consistent with the two earlier years. Overall, both interns and supervisors viewed the experience as

valuable. Interns continually indicated that the experiences were valuable in gaining knowledge about future employment and post secondary education. This was especially true in learning valuable work skills such as attendance and promptness (even then it may have been difficult to get to the internship).

Supervisors had near full agreement that all of the skills (interviewing, timeliness, work ethic, initiative, flexibility, professionalism, self-confidence, willingness to learn, and communication with supervisor) either demonstrated improvement or was something at which the intern excelled. In two areas, supervisors indicated an occasional need for improvement. These included 1) the ability of the intern to work without supervision, and 2) the intern's communication with coworkers and others. These were the exception however, and should not be viewed as a common theme.

Quantitative Analysis and Results

Data were collected for 95 interns over the course of the project; among these were 38 participants (with complete data on 35 participants) during the current year. In the third-year, progress continued to be made from the interns' pretest to posttest scores, and this may be because of a new and more sensitive instrument that resolved an earlier issue of restricted range on the initial instrument.

Year Three Results

In the project's final year, 38 interns participated and included those who began the program in September 2010 or later.

During the project's third year, a new approach measured the changes in the number of contacts the interns had developed for future employment and educational references (n=19). In the pre- and post-tests conducted, contacts for employment referenced increased from 1.4 on the pre-test to 3.3 on the post-test ($p=.01$). In a similar manner, the number of contacts for future educational references increased from 2.1 on the pre-test to 3.0 on the post-test ($p=.02$). These results demonstrate that the interns had developed their egocentric networks and increased the likelihood for using these contacts in the future.

Significant improvements in participants' knowledge of the library system were demonstrated during the third year of the contract. Significant positive changes were identified with interns:

- Obtaining a library card ($p=.001$)
- Understanding that fees were not charged for books ($p=.001$)

Although not at a statistically significant level, participants demonstrated improvements in whether the library charged for videos.

For the third-year cohort, at the beginning of the internships 73% did have a library card; 81% knew what a resume was, but only 32% knew how to write one; 45% knew what a cover letter was, but only 19% knew how to write one; 42% had an employment interview; and 100% indicated they planned to attend college. Following completion of their internships, 82% indicated that they would consider a full-time employment with a library, and 100% recommended the library as a good place to work. Scores for the final year were slightly improved from the previous year's scores. Overall, the program appeared to be consistently implemented and operated.

Three-Year Results

Based on the goals of *An American Future: Library Service Opportunities for Immigrant Youth*, the four program goals over the three-year performance of the contract did appear to have been addressed sufficiently.

Goal 1: Educate 90 promising immigrant youth about the opportunity for careers and fulfillment in public libraries.

Ninety-five individuals received services over the course of the project.

Goal 2: Attract a diverse pool of candidates to the library workforce, thus making libraries better equipped to serve today's diverse patrons and ensuring the survival of many libraries.

The majority at the conclusion of the internship would consider a library career (63.6%).

Goal 3: Increase the number of effective library recruitment programs directed at high school youth and lower-division, college-age brackets.

An overwhelming majority of participants believed that the library was a good place to

work (98.7%). While many expressed interest in careers other than in the library, the participants appreciated their exposure to the network of libraries and the ancillary benefits provided by them.

Goal 4: Help immigrant youth acculturate as active participants in the American community.

Over the three years of the project, the interns (n=95) expressed their constant desire to attend college and create a good career. Furthermore they indicated a significantly greater likelihood of being engaged in the larger community. This was expressed by having a library card because of project participation, were more likely to understand that they could borrow a book without paying a fee, and other indicators. Most importantly though, interns gained valuable work experience that lead to an increase in the number of adults who can provide employment and education recommendations, and provided a paying work experience that will support their use of educational resources.

Recommendations

The primary recommendation for future endeavors centers around using a community-based participatory action research approach. Such an approach would involve the students in a much greater level in the design, administration, analysis, and dissemination of any information generated by evaluation efforts. Given the rich histories of the participants, we believe their greater participation will greatly enrich future program plans and design.

Resulting from our second year of involvement with this project, we suggest several areas for improvement of program operations. These areas include: reducing redundant evaluation forms, using a *Development Evaluation* framework to undergird the assessment by producing findings about progress, creating materials for program development, observing what emerges, providing rapid feedback to inform key stakeholders, and serving as an engine for program development.

To measure specific future outcomes, we recommend the continued use of a quasi-experimental pre-test-post-test design, with repeated measures preferred, when appropriate, based on variable measurement levels (e.g., repeated measures ANOVA, Kruskal-Wallis tests, and Mann-Whitney U tests). Measurement on the outcome based

goals include increasing 1) the number considering full-time employment with libraries, 2) the networks to build relationships with people able to write job or college references in the future, and 3) young immigrants' comfort level with finding resources in and use of their local library.

Strengthening the interns' network applies the concept of resilience by focusing on how 'small world' networks can increase the interconnectedness of interns with those in their lives and creates new opportunities. In the future, as their egocentric networks develop, assessment may focus on their social network density and connectivity. This appears particularly useful, as a major intended outcome of the project's design was to create contacts for the interns to use as they apply for future educational opportunities and employment.

Implications for Future Projects

Funding of an *American Future* produced long-term effects that included:

- Developing a diverse candidate pool for recruitment in library careers
- Creating a career development and civic engagement model that could be replicated in other communities

The project demonstrated success in addressing these two areas as over the three years as nearly two-thirds indicated that they would consider a library job in the future, and more than 98% indicated that they believed the library was a good place to work. Of even greater importance, the participants indicated that they had expanded their network of contacts that can provide them with valuable letters of support and recommendations as they plan to apply to and eventually attend college.

Future evaluation efforts should more precisely include the original goals and objectives for which the funding was initially approved. As previously mentioned, one evaluation concern that could have been more fully addressed was the concept of freedom to learn, read, and use publically funded resources. Future evaluation efforts of similar Liberty's Promise projects should more clearly focus on this. The use of the aforementioned community-based participatory action research approach will be one approach to create better

integration between the funding, participant expectations, and eventual outcomes. This may also simplify data collection methods.

To improve future evaluation efforts, we suggest that variables to measure the interconnections of participants be further developed. While the number of possible contacts was recorded, this approach can be developed further as social networking designs can provide rich detail on the linkages and the directions of streams of information that occur. In the simplest form this may include the number of connections that program participants make, and the directional flows that are created (Newman, 2010).

If future funding is sought from social service oriented funders, we recommend considering the framing the project as a contemporary version of a Settlement House model. This approach, because of the potential interconnections and social networks for which it advocates, fits well with social work values and history. Such a conceptual framework may include Settlement Houses serving as the shortcut between individuals in low income, isolated neighborhoods and the external world (Reyes, 2008) where many residents primarily have English as their primary language (Wade, 2004).

Traditionally, settlement houses were a space where all individuals created and maintained a diverse social network (Reyes, 2008). By bringing people with diverse experiences into close proximity, settlement houses created a shortcut between people with a wide range of incomes. These exposures created shortcuts by creating contacts across diverse social and economic groups from which families with lower incomes were typically isolated (Husock, 1992; Lundblad, 1995).

Based on the strong efforts of the Liberty's Promise staff, interns, and internship supervisors and the vital connections between these three parties, we suggest framing future evaluation efforts around a participatory action research approach (Coghlan & Brannick, 2008). Such an approach should focus on developing instruments that are easy to use, record, and analyze; involving all parties in the design of evaluation efforts; and increasing the continual improvement in project services.

Appendix A

Transcript: Focus Group, Liberty's Promise

3 students- Chantilly Library, Fairfax Library, Fairfax County Government Center

1. What did you learn about libraries during your internship?
 - a. "I thought that they just had a really simple job... but I got more of a behind-the-scenes look, that they have way more responsibility, that, I didn't know that they actually had offices, that they had to spend time doing things in there, I don't know... it's just way more complicated, they have so much books to deal with... transfers, holds... they have schedules for different positions... it's more complicated than I thought."
 - b. "Where I worked was not really a library... it's just an office... so I didn't, like, shelve books or anything... I worked on their three departments... so I did filings, and editing the website. I learned how it [government] works... what it's like working in an American office, working with American people."
 - c. "I learned more about the library, like, how you shelve...this was my first job, I never worked... it was simple job, and I learned about how to do shelving and checking books..."
 - d. "I also learned that... working here made me realize how important organization is, um, the way they organize the books into sections, nonfiction books by topic, like if you need to find a book there's a certain way to look for it, you know, it made me think, 'how would you find anything if everything was just scrambled in together... how they separate fiction from the kids fiction, how they separate everything...' I know the tools I need to find the book, where to look."
2. What new things did you learn about yourself and your abilities throughout your internship?
 - a. "Everything was new. Like... I don't know, really, but like everything was... like, books, and how you find the books... how to talk to people, how you help people
 - b. "The library kind of gave me a feel of professionalism in working... I found myself behaving differently with the adults that I worked with and that's a new skill I learned, in the jobs that I got after the internship I saw some

- people struggling with that... for me it wasn't a problem after the internship cause I learned it here.... I got that skill, basically, just to become a professional. And I never really socialized with adults other than Liberty's Promise, so it helped me talk with them more easily also."
- c. "I learned that I'm good at filing, cause I had to file, like, a lot of folders and papers, and the manager at the HR department told me that she, as a joke, she wanted to hire me... and I learned that I need to improve how to interact with people cause I never worked before so I didn't really know how to deal with the manager and the coworkers."
 - d. "Also helping people, the way you assist them, there are some people that come in the library in a bad mood, like it's not their day, and they'll talk to you in a way that kind of might irritate you, so that the time I've got to always keep my patience when dealing with people... being professional, you don't yell at them or anything like that, you just keep your cool."
3. Are there some things you hadn't thought of about having a job?
 - a. Punctuality, time management (all 3)
 - b. No slacking, "its not like school, in school you can slack and you won't get kicked out..."
 - c. Continuously working
 4. How would you say that your internship affected your plans for the future?
 - a. "I guess after the internship I wanted to make sure I went to college and got a degree... it's more that professional feeling, I guess you could say I kind of liked it, so in the future I didn't want to work in food, in like a restaurant, I wanted to get a degree and do something that requires more... it drove me a little bit to want to succeed... cause they would talk a lot about how you would have to go to college, that's the way you move on... and then seeing all those people in the library who went to college to get that degree..."
 - b. "I learned that I don't really like working in the office... I'm not saying I didn't like it, but I think that sitting in front of the computer and filing papers is not really my type. Probably not going to get a job in the office."
 - c. Wants to be a dentist, not a librarian... I want to study in college, have a diploma.
 - d. Nothing had changed afterwards for 2 Years, only 1
 - e. "After the library I guess I kind of wanted to continue working... I started applying... I actually worked as a page position and got another job..."

5. How do you think that the library serves people from different cultures or who speak different languages?
 - a. "At times they kind of didn't want to deal with people... they sometimes got frustrated... They could try to understand a little more, they're in a different country trying to figure out how it works... at times they do help when they need to... they would throw a lot of information out there that didn't answer the question..."
 - b. "I was the only one from a foreign country in the office, so I didn't really see them dealing with people from other cultures. They were all nice to me..."
 - c. "I see many people speak Arabic and I help them..."
6. How often did you see someone come in from a different culture?
 - a. "Not that much... it's not every day... like three times [overall]"
 - b. "I saw everyday, every day people would come in that weren't English speaking people, it was a regular thing for me... I guess on a daily basis I'd see 6, 7 people or families come in that didn't speak English as well... it was different cultures, people from Korea, people from India..."
7. How likely do you think people from other cultures are to use a library?
 - a. "I think they would use it more than people who are born here... I've noticed that most people who come from other countries want to come here to move on, they want to learn English, they want to learn about the government...they have so many questions and I feel like they come here for answers."
8. What other kind of things did the libraries offer for other cultures
 - a. Have a section of language CDS that teach you the languages... and that's where I would actually see lots of them go...
9. What kind of role do you think a library plays in a community?
 - a. "I think that the library is a place that people go to look for answers to questions, students come here to research, people come here to look things up, to find information, and I guess it's where people can lean on for help and just answers, it provides a quiet place for people to work and to get things done, and they offer computers also. So the library is a big help for everybody."
 - b. "I agree with him, because I come to this library every day. I come here to look up books and use the computer."
 - c. "I think it provides a quiet place to study..."
 - d. "Yeah, a quiet place..."

10. How did working at the library change your role in your community?
 - a. "Working with the library helped me get to know people more... taught me how to understand people more..."
 - b. "It caused me to make more friends, because before I was just worried about myself, so I've never really helped people until I worked here so after here I understood people more after dealing with a lot of customers, I just started comprehending people more."
 - c. People came and asked her questions about libraries
 - d. Sometimes my coworkers had different opinions. But even if I don't agree with someone on something, I have to let him or her do what he or she needs to do.
 - e. My role... I think I have to care about other people, not just myself.
11. How did working at the library change how you look at books and reading?
 - a. "Before I worked here... I would come in here and look around.... Why have all these things, they seem pointless and useless... some books interested me, like fiction books, but more of like, the fiction out of the entertainment books, I would see so many other things that to me seemed pointless... and then working here people would ask for things I never even thought people paid attention to, people use so many things from the nonfiction, history tapes, CDs, people would be looking for all of that stuff, so it just made me realize how important everything in the library is, and in a job like this reading is very important, so I guess you could kind of say I got used to it, I don't mind it anymore."
 - b. "When I was in there, I see everything is organized into sections... it's easy when you find a book to read... Yeah, I find myself more likely to read it"
 - c. "I always liked reading books, and I came to like them even more, because when I edited the website they asked me to make a link for new books... so I learned that there are more ways to get familiar with books, they're not just boring, and so I came to like them even more."
12. How did you find that this sparked any conversation with your family or your friends about how they use the library?
 - a. "Yes... because my sister worked at the library too, so I talked to her a lot, and I told her that there are more interesting things about the library, such as the videos... yeah, I told my friends that I worked at the library office and they thought it was cool."

- b. "Me too, I talked with my brother, he was interested in the internship and he told me that it was hard in the library, how they work in there, so I talked to him about how they work there, how the shelving works, and also I talk with my friends, I don't have friends here but I have friends in Egypt and I talk to them and they thought it was hard and I told them it was easy."
- c. "Being close to Fairfax, friends of mine would always come in here, I'd always see people I knew, at lunch time people would ask about what you do there, what it's like. My family, they loved the fact that I worked here, especially my dad, he wanted me to stay here when I had the two jobs because it's more professional, he says, if a government person sees you or likes you, you never know... and I actually started tutoring someone I met at the library while working. It struck a lot of conversations between me and my family, they would just always ask about what I do, how it is, what it's like... I found that all over, everywhere a conversation would start up."

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