Early Literacy in Grants to States
Initial Peek at Instructional Early Literacy Projects, FY 2017

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Office of Digital Information Strategy /
Impact Assessment and Learning
Presentation’s Overview

• Statistical profile of early literacy projects
• Methodology for analyzing projects’ narrative data field
• Findings
• Emerging Impressions
FY 2017 Early Literacy Projects
Key Portfolio Metrics
An Initial Snapshot

Early Literacy

- 28 States
- 94 Projects
- 235 Activities
- $7.9 Total Budget

Exemplary Early Literacy Projects

- 2015-2017: 10% of early literacy projects vs 7% for all other projects.
- 2017: 16% of early literacy projects vs 8% of all other projects.

Missouri, 34 projects.
Minnesota, 10 projects.
North Carolina, 7 projects.

LSTA funds comprise about 2/3 of total budget.
FY 2017 Early Literacy Projects: Implementers and Partners

Implementing Sites

<table>
<thead>
<tr>
<th>Implementing Sites</th>
<th>Number of Activities (FY17)</th>
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<tbody>
<tr>
<td>Public libraries</td>
<td>50%</td>
</tr>
<tr>
<td>SLAA</td>
<td>11%</td>
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<tr>
<td>School libraries</td>
<td>11%</td>
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<tr>
<td>Other institutions</td>
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<tr>
<td>Consortia</td>
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<tr>
<td>Academic libraries</td>
<td>6%</td>
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<tr>
<td>Special</td>
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Partners

<table>
<thead>
<tr>
<th>Partners</th>
<th>Number of Activities</th>
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<tr>
<td>Local gov't.</td>
<td>50%</td>
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<tr>
<td>Non-profit</td>
<td>38%</td>
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<tr>
<td>School district</td>
<td>33%</td>
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<tr>
<td>State gov't.</td>
<td>23%</td>
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<tr>
<td>Private</td>
<td>17%</td>
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<tr>
<td>Federal gov't.</td>
<td>7%</td>
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<tr>
<td>Amer. Ind./Nat. Hawaiian</td>
<td>1%</td>
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</table>

All Projects: public libraries (43%) and SLAAs (23%)

All projects: public libraries (50%), school districts (25%) and State gov’t (41%)
FY 2017 Early Literacy Projects
Beneficiaries

All projects:
31% public (general),
40% public (targeted).
29% library workforce

All projects:
32% age groups, 16% families, 11% poverty
FY 2017 Early Literacy Projects Activity Modes

- 55% involved instruction: programs, presentations/performances, consultations
- 32% involved content acquisition and creation
- Many blended instructional and content activities.
FY 2017 Early Learning Projects
Focal Areas

<table>
<thead>
<tr>
<th>Focal Area</th>
<th>Early Literacy</th>
<th>Entire Portfolio</th>
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<tbody>
<tr>
<td>Lifelong Learning</td>
<td>68%</td>
<td>30%</td>
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<tr>
<td>Human Services</td>
<td>10%</td>
<td>3%</td>
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<tr>
<td>Information Access</td>
<td>7%</td>
<td>32%</td>
</tr>
<tr>
<td>Institutional Capacity</td>
<td>16%</td>
<td>27%</td>
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</table>
FY 2017 Early Literacy Projects
Methodology for Analysis of Narrative Data
SPR Project Report Text Fields

**Project Outcomes**

List any important outcomes or findings not previously reported.

Please briefly describe the importance of these outcomes and findings for future program planning.

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project.
Binning 72 Early Literacy Instructional Projects

Early Literacy Focal Areas’ Intents

1. Lifelong learning (48 projects)
   a. Formal Education (30)
   b. General Knowledge & Skills (18)

2. Institutional Capacity
   a. Library workforce (10)

3. Human Services
   a. Parenting & family skills (6)

4. Information Access
   a. Use & obtain information (5)
Criteria for Assessing the Narrative Data

• **Innovativeness**
  • How innovative were the project’s practices?
  • How savvy were the project’s partnerships?

• **Scalability**
  • How have project’s practices been applied and perhaps enhanced?
  • How has project influenced future direction of program/organization?

• **Promising Practices**
  • What lessons learned ought others know about?
Analytical Protocols

1. Analyze each project report’s statistical and narrative data
2. Document projects’ key results (outputs and outcomes) from narrative codes
3. Assess each project on the three criteria
   a. Innovativeness
   b. Scalability
   c. Promising Practices
4. Illustrate with “exemplary” projects
### Library Workforce (10 Projects)

<table>
<thead>
<tr>
<th>SLAA</th>
<th>Project #</th>
<th>Project Title</th>
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<tbody>
<tr>
<td>AZ</td>
<td>2017-AZ-79909</td>
<td>Implementing Fun with Math and Science</td>
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<tr>
<td>CA</td>
<td>2017-CA-79174</td>
<td>Early Learning with Families (ELF): Year 5</td>
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<td>IA</td>
<td>2017-IA-80194</td>
<td>Early Literacy</td>
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<td>ID</td>
<td>2017-ID-79459</td>
<td>Read to Me Professional Development</td>
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<td>ID</td>
<td>2017-ID-79462</td>
<td>School Library Development</td>
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<td>IN</td>
<td>2017-IN-80397</td>
<td>Indiana Children's Literacy Statewide Project</td>
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<tr>
<td>MI</td>
<td>2017-MI-80063</td>
<td>Early Literacy Support for Libraries and Communities</td>
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<tr>
<td>NE</td>
<td>2017-NE-79935</td>
<td>Children and Young Adult Library Services</td>
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<tr>
<td>NY</td>
<td>2017-NY-79335</td>
<td>Ready to Read at New York Libraries</td>
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<tr>
<td>OH</td>
<td>2017-OH-79478</td>
<td>Youth Services Initiative</td>
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### Average Project Budget and LSTA Funds

<table>
<thead>
<tr>
<th></th>
<th>Average Project Budget</th>
<th>% LSTA Funds</th>
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</thead>
<tbody>
<tr>
<td>Library Workforce</td>
<td>$174,594</td>
<td>77%</td>
</tr>
<tr>
<td>All Early Literacy</td>
<td>$84,224</td>
<td>66%</td>
</tr>
</tbody>
</table>
Types of Library Workforce
Early Literacy Project Results

Of the 10 Projects:

• Staff trainings (8 projects)

• Other continuing education/professional development support efforts (4 projects)

• PR/dissemination, e.g., listserv, directories (6 projects)
Examples of Innovativeness

- **California “Early Learning with Families (ELF): Year 5”**
  - STARLING pilot project (electronic devices)
  - “Developing Library Makerspaces” pilot project (planning, toolkit)
  - Impact Reports

- **Michigan “Early Literacy Support for Libraries and Communities”**
  - Braille Enhanced StoryWalks(R)
    - Collaboration with MI Department of Education
    - Picture books used as signs through a garden or another area, so families can read the story...
Examples of Adaptability

• Montana “Lifelong Learning “
  • Group training format seems to have helped participants more comfortably apply the learnings in their home library.
  • Almost all participants reported in program surveys of informally using the Program’s concepts, either in their ongoing public programs or in their individual work.
Examples of Learning

• New York “Ready to Read at New York Libraries”
  • Cohort-base training initiative focused on early literacy content and capacity building skills.
    • After receipt of training, many training cohort members have continued mentoring and assisting staff, especially with outreach and partnering.
## Parenting and Family Skills (6 Projects)

<table>
<thead>
<tr>
<th>SLAA</th>
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<th>Project Title</th>
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<td>AK</td>
<td>2017-AK-79639</td>
<td>Ready to Read Resource Center 2018</td>
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<tr>
<td>CA</td>
<td>2017-CA-79186</td>
<td>The Reading Machine: Spark Your Imagination</td>
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<td>CO</td>
<td>2017-CO-80076</td>
<td>Growing Readers Together</td>
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<td>MT</td>
<td>2017-MT-78427</td>
<td>Lifelong Learning</td>
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<td>NC</td>
<td>2017-NC-79250</td>
<td>Reading to Make a Difference</td>
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<table>
<thead>
<tr>
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<th>Average Project Budget</th>
<th>% LSTA Funds</th>
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<tr>
<td>Parenting &amp; Family Skills</td>
<td>$110,236</td>
<td>33%</td>
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<tr>
<td>All Early Literacy</td>
<td>$84,224</td>
<td>66%</td>
</tr>
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Types of Parenting/Family Skills’ Early Literacy Project Results

Of the 6 Projects:

• Presentations (4 projects) and programs (3 projects)

• Books (3 projects); Kits and tubs (3 projects)

• Accessories (e.g., calendars) (3 projects)
Example of Innovativeness

• North Carolina (Lincoln County) “READING TO MAKE A DIFFERENCE”
  • Newborn Literacy kits provide each child born in Lincoln County Hospital
  • Prenatal story time workshops that taught expecting parents how to read to their newborn
  • 1000 Books Before Kindergarten program
  • Partnered with various community agencies to reach families living in poverty and children enrolled in daycare centers.
  • Outreach to OBGYN and Pediatric Offices
  • Volunteer sit book bags
Example of Adaptability

- Alaska “Ready to Read Resource Center 2018”
  - Planned withdrawing of tubs from circulation by 2020
  - Verified prevalence of kits through ILL using Anchorage Library; expansion using Fairbanks Library.
Promising Practices

- **North Carolina (Lincoln County)**
  
  "READING TO MAKE A DIFFERENCE"
  
  - Multiple outreach points to reach target audience (impoverished, young/pregnant mothers in this case):
    - Various community agencies
    - Public hospital
    - OBGYN and Pediatric Offices
  - Partnering/collaborating tips
    - Stay in constant contact with all partners with regular updates.
    - Create reasonable timelines
Formal Education Projects (30 Projects)

Formal Ed Average Project Budget: $38,083 (73% LSTA)
All Literacy Average Project Budget: $84,224 (66% LSTA)

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<td>Full STEAM Ahead: Pre-kindergarten STEAM Activities in the Library Media Center</td>
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<td>MO</td>
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<td>MO</td>
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<td>ELCD: Early Learning Collection Development 2018</td>
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<td>MO</td>
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<td>ELCD: Early Learning Collection Development 2018</td>
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<td>MO</td>
<td>2017-MO-78934</td>
<td>ELCD: Early Learning Collection Development 2018</td>
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<td>MO</td>
<td>2017-MO-78941</td>
<td>RTR: We are Racing to Read!</td>
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<td>MO</td>
<td>2017-MO-78942</td>
<td>RTR: Racing to Read @ Carthage Public Library</td>
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<td>MO</td>
<td>2017-MO-78943</td>
<td>RTR: Racing to Read: Community Collaboration</td>
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<td>MO</td>
<td>2017-MO-78944</td>
<td>RTR: Racing to Read, 2017</td>
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<td>ALPHABET READY, Year 1</td>
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<td>CUMBERLAND COUNTY HURRICANE MATTHEW RELIEF</td>
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<td>NC</td>
<td>2017-NC-79268</td>
<td>READ WAYNE</td>
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<td>WI</td>
<td>2017-WI-80308</td>
<td>Youth and Inclusive Services Consultant Projects</td>
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Types of Formal Education
Early Literacy Project Results

Of the 30 projects:

- Programs (14 projects) and presentations (7 projects)
- Staff training & professional development (7 projects)
- Outreach and partnership development (7 projects)
- Storytimes (10 projects)
- Books (7 projects) and other physical content (19 projects)
- Physical accessories (7 projects) and supplies (3 projects)
- Digital content (7 projects) and tablets/computing devices (5 projects)
Examples of Innovativeness

• Cumberland County Public Library & Information Center, NC ("Cumberland County Hurricane Matthew Relief")
  • Purchased book bags to revitalize its deposit collection services damaged during Hurricane Matthew.

• Carthage Public Library, MO ("Racing to Read @ Carthage Public Library")
  • Targeted high risk and English language learners
  • Partnered with school district, local Head Start, local day care centers, and a local foundation
  • Provided English and bilingual story times at the library and at partner locations.

• Saint Louis County Library, MO ("RTR: Rhythm and Rhymes")
  • Staff-created 24 early literacy skill videos
  • Product intended to enable parents, children and caregivers to have access to building early literacy skills and techniques.
Examples of Scalability

• Idaho’s “Read to Me Outreach”
  • conveyed need to create broader focus for reaching parents as the Internet decreases effectiveness of programs that preceded it
  • Example of long-standing programs organized around school registration.

• Wisconsin’s “Youth and Inclusive Services Consultant Projects”
  • reported a breakthrough in defining shared language and purpose around the terms "special needs" and "special services"
  • Target audiences are library staff and public library users
Promising Practices

• Cape Girardeau Public Library, MO ("RTR: Destination Library - Racing to Read")
  • Reported connections made with partners helped promote library programs and services to underserved and unserved populations.
  • Training and communication are essential for the partnership to work well.

• Appalachian Regional Library, NC “Alphabet Ready, Year 1”
  • Built on careful research, developed library story times that intentionally included phonemic awareness and alphabet recognition in library story times
  • Purposefully created a bridge between schools and the public library.
  • Discovered three resources for purchasing books at a discount:
    • Usborne Books has a grant matching program which provides a 50% discount on books purchased with grant money;
    • Children's Council provides discounted books to organizations that are not planning to resell the books;
    • Scholastic's Literacy Partnerships provides books at a discount when they are not going to be resold.
### General Knowledge and Skills Projects (18 Projects)

**Gen Knowledge/Skills Average Project Budget:** $101,279 (60% LSTA)

**All Literacy Average Project Budget:** $84,224 (66% LSTA)

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<tr>
<th>SLAA</th>
<th>Project ID</th>
<th>Project Title</th>
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<tr>
<td>AL</td>
<td>2017-AL-80311</td>
<td>Literacy</td>
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<tr>
<td>CA</td>
<td>2017-CA-79209</td>
<td>Read Together Kits: Bringing Diverse Literature Home</td>
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<tr>
<td>CA</td>
<td>2017-CA-79211</td>
<td>Wee Play San Jose: Wee Read!</td>
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<tr>
<td>CO</td>
<td>2017-CO-80055</td>
<td>Early Literacy</td>
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<td>MA</td>
<td>2017-MA-79582</td>
<td>Mind in the Making</td>
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<td>MN</td>
<td>2017-MN-79840</td>
<td>Improving Library Services to Children and Youth</td>
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<td>MN</td>
<td>2017-MN-79956</td>
<td>Read to Me: Babies Need Words Every Day</td>
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<td>MN</td>
<td>2017-MN-79957</td>
<td>Preschool STEM Storytime</td>
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<td>MN</td>
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<td>STEM Sprouts: Birth to 5 Hands-on Learning at the Library</td>
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<td>MN</td>
<td>2017-MN-79970</td>
<td>Improving School Readiness in Toddlers and Preschoolers by Connecting Early</td>
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<td>STEM/STEAM with Nature</td>
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<td>First Step STEM: Structured &amp; Unstructured STEM Exploration for At-risk Early</td>
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<td>Learners</td>
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<td>Growing Them Early: Early Childhood STEM Kits for Library and Childcare</td>
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<td>YOUTH SERVICES SWLP</td>
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<td>PA</td>
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<td>One Book, Every Young Child</td>
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<td>SD</td>
<td>2017-SD-80226</td>
<td>Children and Youth Services</td>
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<td>TX</td>
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<td>Baby Literacy</td>
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<tr>
<td>TX</td>
<td>2017-TX-79383</td>
<td>Show Me a Story/ Enséñame un cuento</td>
</tr>
<tr>
<td>WI</td>
<td>2017-WI-80218</td>
<td>Library System Technology</td>
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Types of General Knowledge & Skills’ Projects’ Early Literacy Results

Of the 18 projects:

- Programs (11 projects), presentations (5 projects), and trainings (5 projects)
- Outreach and partnering (6 projects)
- Storytimes (6 projects)
- Books (3 projects) and other physical content (7 projects)
- Digital content (3 projects)
- Evaluation and planning (3 projects)
Examples of Innovativeness

- **Brownward TX Public Library’s “Baby Literacy” project**
  - Started outreach and programming to infants, as well as expand programs for toddlers and preschoolers by reaching out to parents of new babies with the local hospital.
  - Launched a baby storytime program, hosted a workshop creator of Mother Goose on the Loose, and shared with other libraries and early childhood providers.

- **North Carolina’s State Library’s Youth Services**
  - Inaugural Summer Learning Summit
  - Organized and implemented a series of Latino Outreach & Bilingual Storytime workshops
Examples of Scalability

• **Minnesota’s “Growing Them Early: Early Childhood STEM Kits for Library and Childcare Programming”**
  - Offered intentional early STEM learning opportunities for the first time in 10 of 11 public libraries in rural west central Minnesota for the first time.
  - Four now hold regularly scheduled STEM-based storytime programs or early STEM “labs” and the remaining libraries continuing to offer early STEM programming intermittently.
  - Partnership with Head Start and a regional childcare center

• **Sacramento (CA) Public Library’s “Read Together Kits: Bringing Diverse Literature Home”**
  - Designed kits purposefully designed for diverse audiences.
  - Discovering difficulty in finding books that were both excellent for storytimes and included diverse characters
  - Staff extended timeline, resulting in the enhanced book evaluation skills, better understanding of how to support colleagues and recognition of own cultural assumptions.
Promising Practices

• **Colorado’s State Library’s “Early Literacy” initiative** highlighted the seventh year of “Book 4 Colorado,”
  - Partnership with the Colorado Lt. Governor’s Office, Serve Colorado, Denver Preschool Program as well as with private funding for the book purchases.
  - Around 80% librarians agreed that the program provided an opportunity to reach out to other agencies interested in childhood education.

• **Pennsylvania’s “One Book, Every Young Child”**
  - Author and illustrator Zachariah O’Hora traveled across state and share his book with groups of young children where public libraries and early childcare providers provided programs for groups of children.
  - SLAA created supporting resources such as a website, activity guides, and downloadable posters were also created.
Obtain &/Or Use Information Projects (5 Projects)

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<th>SLAA</th>
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<th>Project Title</th>
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<td>Closing the 30 Million Word Gap: Using Technology to Educate Parents on Engaging With Their Children</td>
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<td>Wash and Learn Initiative</td>
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<td>OR</td>
<td>2017-OR-79993</td>
<td>Bridging Cultures - Growing Early Scientists</td>
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<td>VI</td>
<td>2017-VI-80162</td>
<td>Enhance awareness of DLAM Library Programs, Services &amp; Community Participation</td>
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<tr>
<td>MD</td>
<td>2017-MD-79088</td>
<td>Youth Services in Maryland Libraries</td>
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<thead>
<tr>
<th>Obtain and/or Use Information</th>
<th>Average Project Budget</th>
<th>% LSTA Funds</th>
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<tbody>
<tr>
<td>All Early Literacy</td>
<td>$84,224</td>
<td>66%</td>
</tr>
</tbody>
</table>

**Obtain and/or Use Information Projects (5 Projects)**
Types of Results for Information Access Projects

Of the 5 Projects:

- Outreach and partnership efforts (4 projects)
- Programs (3 projects)
- Staff development (2 projects)
- Tablet/computing devices (2 projects) and digital content (2 projects)
Example of Innovativeness

- **Minnesota’s “Wash and Learn Initiative”**
  - Partnership between the SLAA and Libraries without Borders in extending customized library services into coin laundry small businesses.
  - Building on best practices and lessons learned from similar programs in Michigan and New York, Wash and Learn was implemented by the Anoka County, Scott County and Saint Paul Public library systems.
  - The project team created and tested new digital tools and outreach models for early literacy, digital literacy and health literacy.
  - A model of “hyper-local public-private partnerships” was developed.
  - At each partner coin laundry, the project team built out library spaces for families and others to use. Each site reached an average of 20 participants per day, accruing over 25,000 unique uses over a six month implementation period.
Example of Scalability

• Mishawaka-Penn-Harris Public Library (IN) “Closing the 30 Million Word Gap: Using Technology to Educate Parents on Engaging With Their Children”
  • The Library had hoped the Starlings would be most effective when paired with a programming element, but found it wasn't the case because some parents had a hard time being present for a specific number of scheduled sessions.
  • Mishawaka-Penn-Harris will be circulating the Starlings in the future so that parents can experiment with the devices when the timing works best for them.
• **Washington County Cooperative Library Services (OR), “Bridging Cultures - Growing Early Scientists”**
  
  • Library and partners developed STEM/early literacy kits specifically for children in immigrant and refugee families facing a multiplicity of challenges related to income and language, and who are therefore more vulnerable and at a greater risk for not achieving educational success.
  
  • Since this project sparked a lot of interest among both libraries and patrons, there is now a large pool of applicants for the Multilingual Storytimes positions in Chinese, Arabic, Spanish, and Vietnamese, and two Somali storytime presenters have already been trained by library staff.
  
  • “Partnerships are the key element to create a project like this and to establish relationships with underserved communities that also include families with limited English proficiency.”
FY 2017 Early Literacy Projects

Emerging Impressions
Emerging Issues for Further Exploration

1. Narrative Outcome data:
   a. Bring projects to life in describing nuances of their intentions and implementation.
   b. Do not generally offer strong evidence about the “outcomes” per se.

2. Variation of projects based on activity:
   a. Projects with instruction differ from those with content
   b. Need to explore further differences related to activities and intents/focal areas

3. Variations in storytime undertakings.
5. Discerning staff training from other professional development endeavors
6. Classifying events, conferences, workshops as programs, presentations, and/or other
7. Discerning curricula from other content and planning activities
8. Probing further into partnerships and outreach undertakings
Questions?

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