

Providence Public Library (PPL)
Propagating Promising Practices for Literacy and Workforce Development at Libraries
Abstract

Providence Public Library (PPL), as lead applicant, with Chicago Public Library (CPL), Los Angeles Public Library (LAPL)¹, and World Education, Inc. (WEI), requests \$553,649 and will provide at least an equal amount of cost share in support of our proposed project: *Propagating Promising Practices for Literacy and Workforce Development at Libraries*. A team of Project Advisors from the Maine State Library; American Library Association; Rhode Island Office of Library and Information Services; and Peer2Peer University will provide expertise and expand the project's reach and impact.

The goal of this project is to increase the skills of adults by capturing, disseminating, and growing innovative education and workforce development practices in public libraries across the U.S., positioning public libraries as effective and welcoming community hubs for lifelong learning, digital inclusion, and economic empowerment. The project builds upon and expands three practices already in place at the partner libraries: Learning Lounges; mobile learning; and Learning Circles. By the end of the grant period, PPL will implement all three practices, LAPL and CPL will implement two, and six libraries to be recruited -- "pilot libraries" -- will implement one new practice. We propose a three-year timeline from July 1, 2018 to June 30, 2021.

The intended audience for the activities are un- and underemployed adults with low skill levels-- from low language literacy, numeracy and problem-solving skills to low digital literacy and lack of workforce readiness. The potential of public libraries to meet the needs of this underserved population has not been fully realized and would greatly benefit from this peer-to-peer project. The three innovator libraries' practices will serve as "can do" examples and will be made accessible to other libraries through an interactive toolkit and coaching. There are four main outcomes as a result of this project:

- **An interactive, electronic toolkit to aid replication of the featured practices is developed.** WEI will visit partner libraries to document featured practices, hold virtual meetings with partner libraries and solicit input by partner libraries and advisors to documentation protocol and draft toolkit.
- **Partner libraries build their capacity and expand their services by refining and expanding at least one practice and pilot one new practice.** A project kick-off meeting will be held along with monthly virtual meetings. PPL and CPL will expand Learning Circles and LAPL will expand mobile learning. PPL's and CPL's new practice will be mobile learning and LAPL's will be Learning Lounges and/or Learning Circles. Metrics and data will include participation, progress, and completion.
- **Build awareness and interest of at least 500 library staff nationwide about replicating or adapting the featured practice(s).** A national webinar targeting libraries will held along with presentations at 3 library and adult education conferences and 3 blogs will be published.
- **At least six libraries deepen their commitment to serving the target population and to replicating one practice.** Piloting libraries will be identified through project team networks. Virtual coaching to the selected libraries will be provided to help them implement a new practice.

As a result of this project adults with low skills will gain expanded access to flexible, high quality technology-enabled learning opportunities and increased skills and literacy to help meet education and workforce goals. Public libraries will gain increased capacity to support learning and workforce development for adults with low skills and be position as a major system for education and workforce development. Local communities will gain residents with increased skills that enable stronger community engagement, productivity and self-sufficiency and hubs for education and workforce development.

¹ PPL, CPL, and LAPL henceforth referred to as "Partner Libraries"

Statement of National Need

Public libraries have vast unmet potential to increase the education and workforce development opportunities for un- and underemployed adults with low skill levels¹-- from low language literacy, numeracy and problem-solving skills to low digital literacy and lack of workforce readiness. Three diverse libraries from across the nation, who have successfully designed strategies to meet the needs of these adults, are committed to learning from, cross-fertilizing, and documenting our practices in order to support other libraries, particularly smaller and rural libraries, in implementing similar strategies to meet their communities' needs. Providence Public Library (PPL), as lead applicant, with Chicago Public Library (CPL), Los Angeles Public Library (LAPL)², and World Education, Inc. (WEI), requests \$553,649 and will provide more than an equal amount of cost share in support of our proposed project: *Propagating Promising Practices for Literacy and Workforce Development at Libraries*. A team of Project Advisors consisting of Janet McKenney, Director of Library Development and Acting Director of Maine's State Library; Kristin Lahurd, Assistant Director in the Office of Literacy and Continuing Education at the American Library Association; Nicolette Baffoni, Adult Programming Coordinator at Rhode Island's Office of Library and Information Services; and Grif Peterson, Learning Lead of Peer2Peer University will provide expertise and expand the project's reach and impact. This project will result in a significant benefit to the public: adults with low skills will be able to count on public libraries as effective and welcoming hubs for lifelong learning, digital inclusion, and economic empowerment.

In the United States, 36 million adults have limited literacy or English proficiency, and scored the lowest of 23 countries in problem-solving in technology-rich environments (OECD, 2013). More than 30 million adults do not have a high school diploma and 20% with a high school diploma have only beginning literacy skills (defined as those performing below the eighth-grade level on reading and math tests). The U.S. ranked 21st in numeracy and 16th in literacy out of 24 countries in a recent assessment of adults' skills. Two-thirds of U.S. adults scored at the two lowest of four levels of proficiency in solving problems in technology-rich environments. Current levels of federal and state funding combined only have the capacity to serve about 4% of this population -- slightly over 2 million per year. There are ongoing waiting lists for classes in all 50 states (World Education Adult Education Fact Sheet).

Adults with low skills need free, flexible, and accessible learning opportunities, particularly to compete for and keep the rapidly changing technology-infused jobs of the future. This includes U.S.-born and immigrant adults who seek to develop their skills as workers and community members and thereby improve their quality of life and job prospects, but don't have the time or resources to commit to more intensive, traditional education programs. Employers consistently report a lack of qualified applicants to fill their job vacancies. The potential of public libraries to meet the needs of this underserved population and employers has not been fully realized and would greatly benefit from this peer-to-peer project. While public libraries face constrained budgets and staffing, cost-efficient, high-impact, and scalable models that leverage technology are available to address the specific needs of adults with low skills. In order to more rapidly enable public libraries from across the country to meet the needs of the target population, the three innovator libraries' practices will serve as "can do" examples and will be made accessible to other libraries through an interactive toolkit and coaching.

Project Design

Goal: The goal of this project is to increase the skills of adults by capturing, disseminating, and growing innovative education and workforce development practices in public libraries across the U.S., positioning public libraries as effective and welcoming community hubs for lifelong learning, digital inclusion, and economic empowerment. The project builds upon and expands innovative programs and practices already in place at the three partner libraries: Learning Lounges; mobile learning; and Learning Circles. These practices complement and reinforce one another. Mobile learning can be an integral part of blended Learning Circles and also increase the impact of Learning Lounges. Learning Lounges can be a stepping stone to Learning Circles and mobile learning. These practices reflect nationwide trends in education and workforce development in that they are

1. Henceforth referred to as "adults with low skills" or "low-skilled adults"

2. PPL, CPL, and LAPL henceforth referred to as "Partner Libraries"

flexible, personalized, accessible, peer-led, and cost-efficient interventions. The partner libraries' practices have shown great potential, but are still developing and have not achieved full scale. Though no one library is currently implementing all of them, the partner libraries aspire to expand their services to encompass more of these cutting-edge practices and support other libraries in order to help meet the needs of adults with low skills. By the end of the grant period, PPL will be implementing all three practices, LAPL and CPL will be implementing two practices, and the six libraries to be recruited -- "pilot libraries" -- will be implementing one new practice. The practices, the process of their adoption, including participant and community stakeholder engagement, and the qualitative and quantitative outcomes will be studied and documented using a developmental evaluation (DE) approach. That approach entails on-going, evidence-based feedback that will enable the libraries to make real-time, iterative adjustments to enhance the practices and their impact on participants.

Projected Outcomes: This project has four main intended outcomes that together will achieve national impact and will benefit at least nine local communities:

1. An interactive, electronic toolkit to aid replication of the featured practices by libraries is developed.
2. Partner libraries build their capacity and expand their services to adults with low skills by refining and expanding at least one of their existing, innovative practices, and piloting a new practice already implemented by one or more partners.
3. At least 500 library staff nationwide increase their awareness of and interest in replicating or adapting the featured practice(s) demonstrated through virtual feedback and interaction.
4. At least six libraries deepen their commitment to serving the target population and to replicating one practice. (In the process of finalizing our work plan and budget, we determined that six pilot sites, in contrast to the 10 sites proposed in our preliminary proposal, was a more realistic goal for scaling up this project and maintaining the level of ongoing technical support and quality control while ensuring substantial impact.)

Assumptions: This project's design accounts for and takes into mind many assumptions, which have been garnered through years of past cumulative experience of partner libraries implementing and refining similar initiatives. Adults with low skills will seek and embrace flexible, technology-enabled learning opportunities if they are responsive to their needs and interests. Partner libraries and advisors have strong connections and networks within their communities that will help to identify the needs of adults with low skills and how best to replicate the project's practices in diverse libraries. New practices need time to take hold, and effort must be prioritized for analyzing and adopting effective implementation strategies and enabling conditions and contexts. The project's practices can lead to far greater levels of service for adults with low skills than is possible with traditional library services. There is no expectation of a one-size-fits-all approach for libraries, nor that they will adopt every featured intervention; rather, this project will help library partners identify and implement those interventions that best fit their interests, capacity, and demographics.

Potential Risks: There are some potential risks to the project which are accounted for in the work plan. Buy-in from and retention of adults with low skills is challenging even in more formal education programs. The project's flexible programming tailored to local constituent needs addresses this. Evaluating learning presents challenges, particularly the more flexible the learning program. We will respond to this challenge by implementing a variety of formative assessment strategies. Expanding practices for adults with low skills requires a commitment of dedicated resources over time. This project will help to streamline these practices so as to be cost-effective and feasible for libraries. Strategic and cultural shifts are required by public libraries to embrace and implement the growing and changing teaching and learning practices for adults with low skills. This shift includes how libraries view education and moving from a "giving information" to a "teaching others to find and use information" model. Throughout this project, the evolution of the practices of the partner libraries will be documented and studied to enable other libraries to learn from that process.

Theory and Practice: Project activities are informed by theory and practice at the partner libraries. Each library has expanded their technology-assisted learning initiatives over the past five to 10 years, recognizing the potential for these services to address persistent skill gaps among populations with the least access to more traditional learning programs, as well as the potential for digital literacy skills-building to serve as a gateway to lifelong learning and personal empowerment. The following three practices being used at the partner libraries will be documented, studied, and scaled up with six libraries that demonstrate the readiness and commitment to deeper exploration and piloting of one practice.

1. Learning Lounges, which were catalyzed at PPL in 2015 by an IMLS National Leadership grant are free, technology-enabled, staff/volunteer-supported, welcoming, adult-centered learning spaces that offer “just-in-time,” no-appointment needed support for adults’ education and employment goals. Learning Lounges are based in neighborhoods of highest need and have expanded from two to nine; they include a team of committed community partners, including five library systems in Rhode Island, a housing authority, and two America’s Job Centers. In the past six months, 449 adults have been served. Learning Lounges offer direct education and employment services to adults, but they also are places where community information is shared. Learning Lounge staff are well versed in the myriad of education and training resources available and connect adults to place-based and online resources appropriate for their level of skill, interest, and need. Partnering nonprofits and community groups are also invited to offer their services in the Learning Lounges. Learning Lounges are being established as the “go-to” places for education and employment for adults in Rhode Island.

2. Mobile learning is a strong fit for adult populations who face barriers to receiving on-site services at the library. Cellphones are ubiquitous but underutilized for their full potential as a tool for learning, and more jobs require workers to use portable devices as part of their routine work. The vast majority of Americans – 95% – now own a cellphone of some kind and for many it is the primary means of internet access (Pew Research Center, 2017). LAPL uses Cell-Ed, a digital learning tool with mobile-ready technology that does not require internet access. Cell-Ed provides anytime, anywhere English language and other instruction to students on simple phones through interactive text and audio instruction. LAPL is participating in the Adult Literacy XPrize competition that is rolling out mobile learning applications to as large an audience as possible in direct response to adult literacy and language needs. Mobile learning can increase a library’s service capacity. Cellphones are ideal tools for facilitating personalized learning that responds to the learner’s interests, skill level, and availability while reducing or eliminating the usual barriers of time, place, language and cost for customized training, coaching, and referrals.

3. Learning Circles were launched by [Peer2Peer University](#) in 2008, are used by CPL and PPL and have received support from IMLS. Learning Circles blend face-to-face instruction with online or mobile learning and are lightly-facilitated study groups for adults who want to take online courses together and discuss them in-person. The collaborative nature of Learning Circles combines peer learning and practice with community-building, thereby reducing social isolation while helping adults learn new content and skills. The Learning Circle model is especially promising for libraries with differing capacities and resources because library staff is not required to become experts in a subject area, only facilitators. Most Learning Circles meet face-to-face for two hours a week, and some participants spend at least an equal amount of time doing independent learning in an online course.

CPL has implemented 11 Learning Circles in 2017, but none yet targeting adults with low skills, accommodating over 50 learners. PPL has implemented five Learning Circles since 2016 led by teachers, volunteers, and adult learners. In the Learning Circle, adults used online courses to study for citizenship exams, to improve their English language skills, or learn HTML coding. Since 2016, WEI has piloted Learning Circles for English language learners in partnership with P2PU and five adult education programs, including PPL. After the first two rounds of 12 learning circles, post-tests showed learning gains for 79% of the participants and a

high level of participant satisfaction. Adults who have been placed in regular classes report increased confidence, and their teachers find them better prepared and more engaged than most of the other students who enter classes directly.

Peer2Peer University has also created a robust online [toolkit](#) to assist libraries in replicating the Learning Circle model. This will inform the development of similar toolkits for Learning Lounges and mobile learning. Our Propagating Promising Practices toolkit will also be linked to P2PU's platform to facilitate broader dissemination

Sequence of Project Activities: We propose a three-year timeline for Propagating Promising Practices: 7/01/18 - 6/30/21. Project activities are grouped into several components, many of which will be concurrently implemented: Developmental Evaluation; Electronic Toolkit Development; Expanded Services at Partner Libraries; Dissemination; Pilot Libraries' Replication of One Practice; and Project Management. A detailed sequence of activities is included in our Schedule of Completion.

Input and Consensus-Building: Input, consensus building, and buy-in of partner libraries and the community-at-large are built into the project design through its multiple layers of collaboration. These collaborations provide continuous feedback from all stakeholders and serve as a check that programming is responding to the needs of adults with low skills and the overall community.

- *Collaboration with community participants:* Local residents are the primary partners for each library in the project. The partner libraries are deeply connected to their communities and use a variety of outreach strategies to identify local needs and interests and to make services welcoming to all members of the community. The partner libraries have found technology-enabled services to be a highly effective way to respond to the community-identified needs for digital literacy, customized learning support, flexible scheduling, and opportunities for learning in informal, community-centered settings. The libraries continually assess that their services match the needs of adults with low skills by using pre- and post-surveys, participation data, participant evaluations, focus groups, and feedback from community partners to assess program impact and elicit ways the programming can be improved.
- *Collaboration with community partners:* Local organizations, such as adult education programs, employer associations, worker centers, service providers, and civic groups share the libraries' aim to advance the economic opportunities for residents through education. The partner libraries confer with these community organizations to facilitate information sharing and cross-referrals, to make sure programming is in step with evolving skill needs and opportunities, and to bring those organizations' resources into the library.
- *Collaboration among the partner libraries:* The partner libraries will be connected by a peer learning/peer support process. Their commitment to both mentor and learn from one another will offer many opportunities to advise, support, problem-solve, and build a shared vision of lifelong learning services.
- *Collaboration with pilot libraries:* The dissemination phase of the project involves six additional libraries piloting one or more of the practices. The project team has deep networks with organizations such as Proliteracy and the New England Literacy Resource Center. The team will conduct outreach to public libraries involved with these organizations as they indicate interest and/or readiness to serve adults with low-skills. A national webinar will be held about the piloting opportunity and to ensure that a diverse range of libraries – from larger, urban libraries to smaller, rural partners with fewer resources and staff capacity are represented. These diverse libraries will inform how the practices can be adapted to varied contexts and provide continuous feedback to support the development of a robust, more broadly useful toolkit that supports libraries' emerging role as providers of education and workforce development. In addition to the toolkit, participation in national conferences and leveraging of each library's network of partners and connections will help increase dissemination of these practices exponentially. We will also utilize findings and materials from the ProLiteracy and the American Library Association Office for Diversity, Literacy and

Outreach Services’ Adult Literacy through Libraries (ALL): an Action Agenda project which helps libraries implement processes for institutionalizing adult literacy initiatives.

Target Audience Engagement: This project is designed specifically to meet the unique challenges faced by adults with low skills and is not prescriptive, rather audience/learner-driven. These challenges include multiple, low-wage jobs with changing shifts or erratic schedules, limited or no access to reliable transportation, difficulty finding and keeping childcare arrangements, and educational gaps or undiagnosed learning disabilities. Libraries bring decades of experience outreaching to and engaging these groups through connections with community programs, social media and web promotion (often in multiple languages). Participants are engaged as members of the library community and as learners and co-facilitators in meaningful, adaptive learning activities. Each of the practices being explored in this project is participant-driven in that learners: a) choose or define what they want to learn, b) evaluate the usefulness of the practice in helping them meet their goals, and c) contribute by engaging in peer learning and support activities. Participants may continue to shape the direction of these educational innovations by becoming peer mentors. For example, PPL has hired program graduates to help in Learning Lounges and to co-facilitate Learning Circles. This project will continue to prioritize the development of participants as future leaders in implementing the practices. Qualitative feedback will be solicited from participants throughout the project and programming adapted and refined in direct response to their needs, making our participants and communities integral contributors to our program design.

Project Team: The project is planned and implemented by a Core Project Team consisting of key staff from the partner libraries, WEI, and advisors. The project will be managed by PPL and WEI staff. PPL’s Director of Education, Karisa Tashjian, will provide overall project leadership and coordination. She has experience in education, technology and library projects, is an experienced project, grant and staff manager, and has worked at PPL for 15 years. Sherry Lehane, Training Specialist, has worked at PPL for 18 years in adult education and training. She has led many statewide initiatives, including Mozilla’s Web Literacy Program, P2PU Learning Circles, and the Technology Hub for Adult Education. Andy Nash, Professional Development Specialist at WEI, will be the lead support for the project. Andy designs and facilitates diverse professional development projects at the local, state, and national levels, has led evaluations, and advised libraries on their adult education services. She is also the Director of the New England Literacy Resource Center at WEI. Silja Kallenbach, Vice President at WEI will supervise and actively support Andy (pro bono) in finalizing documentation and developmental evaluation strategies and protocols, and will provide input into draft versions of the electronic toolkit. Alison Webber, Director of Strategic Initiatives at WEI’s Ed Tech Center and a national mobile learning expert, will advise on mobile learning and help document LAPL featured practice, also pro bono. At CPL, Propagating Promising Practices will be coordinated by two lead staff: Mark Andersen, Director of Learning and Economic Advancement, and Kate Lapinski, Learning and Economic Advancement Librarian. At LAPL, Kelly Tyler, Managing Librarian, and Madeleine Ildefonso, Managing Librarian, will be the lead coordinators with support from existing program staff.

Primary Responsibility by Program Element	PPL	CPL	LAPL	WEI	Advisors
Developmental evaluation: site visits, meetings				■	
Electronic toolkit development	■			■	
Expanded services at partner libraries: action planning, coaching, data collection	■	■	■	■	
Dissemination of project: webinars, conferences, blogs	■	■	■		■

Pilot libraries' replication of one practice	■	■	■	■	■
Project management	■			■	

The advisors will be responsible for: providing feedback on a user-friendly documentation of the practices, including reviewing a beta version of the electronic toolkit; helping to identify opportunities for dissemination and replication among libraries; helping to recruit six pilot libraries (rural, small town, urban) for replication of one practice; providing input to guide ongoing program development, expansion, and refinement; and helping to promote and disseminate the project and its results by leveraging an extensive network of connections. Additional details about each partner is provided in Appendix A: Partner Background.

Required Personnel, Financial and Other Resources: We propose \$553,649 in IMLS grant funding and \$684,791 in cost share to implement this project over three years. Propagating Promising Practices will primarily be coordinated and implemented by two staff from each partner library, with developmental evaluation and project input provided by WEI and project advisors. Leveraged cost share resources include staff time, classroom/meeting room space at each library location, technology infrastructure and equipment, including (but not limited to) public computers, laptops, tablets, mobile hotspots; online resources and databases including language tools, research databases, job search tools; IT support staff and mobile learning applications; etc. IMLS requested funds will also support stipends for six additional library pilot sites.

Tracking Progress: The goal of this project is to increase the skills of adults by capturing, disseminating, and continuing to grow education and workforce development practices in public libraries across the United States and position public libraries as effective and welcoming community hubs for lifelong learning, digital inclusion, and economic empowerment. The partner libraries are experienced in data collection, management, and reporting, particularly as recipients of city and state funding for support of adult literacy services. In addition to experience incorporating the use of recognized standards for outcomes measurement -- including the Comprehensive Adult Student Assessment System (CASAS), micro-credentials and badges like the Northstar Certification and Mozilla Web Literacy Framework, state Vocational Technical Education standards, etc. -- libraries have developed their own systems and data dashboards for monitoring impact of new initiatives. Beyond basic demographic data collection, education level, and employment status, the project will focus largely on more qualitative participant feedback, supported by library staff and program volunteers using tools such as surveys, interviews, and writing prompts. Partner libraries will be responsible for tracking data and will continually share and report back to the team virtually. Quarterly convenings of lead project staff and the project advisors -- in person or virtually, as appropriate -- will support ongoing data sharing, program assessment, and refinement. Project outcomes, activities, outputs, and progress measures include:

Outcome 1: An interactive, electronic toolkit to aid replication of the featured practices is developed.		
Activities	Outputs	Progress Measures
WEI visits partner libraries to document featured practices to include: interviews with staff and participants, observation of the practices, and document review. Regular, virtual meetings with partner libraries with structured	Two drafts and a final documentation of the practices that respond to the questions listed in the chart on Implementation Drivers, and include evidence of outcomes, visuals, quotes, anecdotes, and any sample curricula, or other	Site visit notes and supporting documentation. Monthly meeting notes. Reviewer feedback and revisions that reflect it.

conversations about the featured practices. Input by partner libraries and advisors to documentation protocol and draft toolkit.	documents.	
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Outcome 2: Partner libraries build their capacity and expand their services to adults with low skills by refining and expanding at least one of its existing innovative practices, and piloting one new, innovative practice that one of the other partners is already implementing.

Activities	Outputs	Progress Measures
<p>Kick-off meeting at PPL.</p> <p>Monthly virtual, structured meetings with partner libraries re: featured practices.</p> <p>Partner libraries finalize expansion plans for their selected, existing practice: PPL: Learning Circles; CPL: Learning Circles; LAPL: mobile learning.</p> <p>Partner libraries finalize plans for piloting a new practice: PPL: Mobile learning, CPL: Mobile learning; LAPL: Learning Lounges/Learning Circles</p> <p>Metrics and data collection methods are finalized, e.g. participation, progress, and completion.</p> <p>Additional adults participate in Learning Circles, Learning Lounges, and mobile learning.</p>	<p>A national community of practice among libraries and other stakeholders for supporting adults with low skills is established.</p> <p>Mobile learning expanded at LAPL; Learning Circles expanded at PPL and CPL.</p> <p>At least one round of mobile learning is piloted at PPL and CPL; Learning Lounge or Learning Circles established at LAPL or CPL.</p> <p>Project data dashboard is set up.</p> <p>Adult learner participant characteristics reflect diversity in terms of race, ethnicity, employment status, and English proficiency.</p> <p>Outcome data shows increased participation, progress, and completion.</p>	<p>Kick-off meeting notes and action steps as well as monthly meeting notes reflect growing understanding of the practice and its implementation</p> <p>Monthly data on learner goals, participation, completions, and learning gains.</p> <p>Surveys of adult learner participants' satisfaction and sense of progress.</p> <p>Demographic data on the adult learner participants.</p>

Outcome 3: Build awareness and interest of at least 500 library staff nationwide about replicating or adapting the featured practice(s).

Activities	Outputs	Progress Measures
Hold a national webinar targeting libraries.	200 people register for the webinar.	Number of webinar and workshop participants.

<p>Present at three conferences such as: IMLS, ALA, Rural Library Association, PLA, COABE, state library association conferences</p> <p>Write at least three blogs.</p>	<p>Webinar slides and recording posted on project website.</p> <p>Evaluations are positive: presentations are deemed useful and instructive, and 50% express interest and intent in exploring the featured practices further.</p> <p>Blogs are published in relevant library and adult education online venues.</p>	<p>Questions and comments posed by the participants.</p> <p>Webinar and workshop evaluations.</p>
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Outcome 4: At least six libraries deepen their commitment to serving the target population and to replicating one practice.

Activities	Outputs	Progress Measures
<p>Identify and recruit libraries through the dissemination activities and referrals by Advisors and others.</p> <p>Develop and administer a simple application process to ensure the libraries' commitment and readiness.</p> <p>Provide virtual coaching to the selected libraries to select and learn about a practice and develop a plan for next steps.</p>	<p>Libraries express interest, are interviewed, and six are selected for coaching.</p> <p>Each library identifies a practice and is assisted to develop an implementation plan, begins the pilot, demonstrates early, positive outcomes and steps for sustaining the practice.</p> <p>85% of the libraries express satisfaction with the practice, the coaching process, and their progress.</p>	<p>Number of libraries that express interest and apply</p> <p>Number of libraries that complete implementation plans</p> <p>Number of libraries that make progress in implementing the plan and commit to continue beyond the grant period</p> <p>Coaching notes</p> <p>Survey of the libraries' satisfaction with the practice, the coaching process, and their progress.</p>

Evaluation and Performance Management: WEI will monitor progress toward achieving projected goals and intended outcomes by utilizing a DE approach that begins with the launch of the project and continues through its duration. WEI will lead a collaborative process of documenting the three practices and their evolution, including qualitative and quantitative evidence of outcomes and impact. This process will be informed by an evidence-based framework, *Assessing Implementation Drivers* (National Implementation Science Network, 2013) organized into three categories of implementation drivers: Competency, Organization, and Leadership. Using this framework, WEI will focus on collecting and analyzing qualitative and quantitative data (through observation, interviews with participants and community stakeholders, document review, check-in meetings, and data collection protocols - see Appendix B for a matrix containing a provisional set of questions), reporting that information back to the implementing libraries, facilitating their access to coaching and peer support, and supporting them as they reflect on their progress and next steps. In addition, the documentation process will seek to uncover other, emerging, innovative practices the partner libraries are exploring to meet the needs of the target population.

Communication Plan: As detailed in Outcome 3, communications and dissemination toward the goal of replication are an important component of the proposed project. In order to obtain national impact, at least 500 library staff nationwide will build awareness and interest about replicating or adapting the featured practice(s). Project findings will be shared through: an interactive electronic toolkit designed for easy replication; presentations in at least three library conferences; one national webinar whose recording will be posted on the project website and promoted as part of blogs, newsletters, and presentations; three blogs in venues that reach libraries nationwide (e.g., ALA, IMLS, PLA); and feature articles on all partners' websites and newsletters, and promoted through social media. WEI has active international and U.S. twitter feeds with over 26,000 followers, and e-newsletters that together reach 20,000 people and organizations worldwide monthly. PPL's and WEI's Communications Departments are committed to assisting with dissemination.

Sustainability: The documentation and evaluation process is guided by the twin goals of sustainability of existing and new practices by the three lead library partners as well as viable replication by six pilot libraries. While many factors affect the replication and subsequent sustainability of almost any new practice, research and common sense tell us that well-specified and coherent practices and programs are easier to implement and to sustain (Racine, 2000). Several existing project assets will help ensure sustainability and continued growth:

- Project advisors and leadership in partner and pilot libraries invested in sustaining the promising practices.
- Co-located community partner services at Learning Lounges that can be leveraged to provide increased services for adults with low skills at no cost to libraries.
- Library staff with increased and specialized skills in working with adults of diverse backgrounds to assist them in identifying and meeting their education and employment goals.
- A robust toolkit that is designed for sharing and easy replication.
- More than three years of qualitative and quantitative outcomes to demonstrate the areas of strength and potential contributions to the adult education, workforce, and library systems. A strong track record of achievement is crucial to sustaining and gaining support from public and private funders, especially in workforce development, education, and innovative library practices.
- Commitment to a strong continuous improvement process that includes shared and transparent data, data-driven decision making, and a clear communication process with partners for feedback and change.
- Community-centered guiding principles and a shared vision for positively changing the lives of library patrons and communities -- especially underserved, low-literacy, low-income people -- nationwide.

Diversity Plan

This project will serve a highly diverse, underserved population in urban, small-town, and rural communities: U.S.-born and immigrant adults who seek to develop their skills as workers and community members and thereby improve their quality of life and job prospects, but don't have the time or resources to commit to more intensive, traditional education programs. The partner libraries serve highly diverse populations in their respective cities in the Northeast (Providence), Midwest (Chicago), and the West Coast (Los Angeles), but share common populations of U.S.-born and immigrant adults with limited literacy, English proficiency, numeracy, workforce and/or digital literacy skills. These adults are parents and workers in low-wage jobs with erratic schedules, who juggle multiple responsibilities, including childcare, and face transportation barriers, and therefore need flexible, just-in-time learning opportunities. The same population will be served in smaller and rural communities by some of the six pilot libraries. Many are drawn to the library for the first time by the partners' learning opportunities, and, in the process, discover a wealth of resources for the whole family. Through the project's robust collaborations and deep ties to the target population, the project's agile, participant-centered, continuous improvement and feedback approach will ensure that the community is involved in defining the needs to be addressed and will have ownership in the implementation of the project.

National Impact

With 1.5 billion in-person visits to public libraries across the U.S. in 2012 (ALA, 2016), this project elevates the need and feasibility of providing educational services to the often overlooked target population of adults with low skills. Its national impact is multifold. As a result of this collaborative project:

Adults with low skills will gain:	Public libraries will gain:	Local communities will gain:
<ul style="list-style-type: none">• Expanded access to flexible, high quality technology-enabled learning opportunities.• Increased skills and literacy to help meet education and workforce goals.	<ul style="list-style-type: none">• Increased capacity to support learning and workforce development for adults with low skills.• Position as a major system for education and workforce development.	<ul style="list-style-type: none">• Residents with increased skills that enable stronger community engagement, productivity, and self-sufficiency.• Education and workforce development hubs.

To achieve systemic change, it is important to recognize that innovations are not adopted by all individuals or organizations in a social system at the same time (The Diffusion of Innovation Theory, Rogers 1971). In order for an innovation to get traction, it must meet perceived needs and be feasible to adopt. This project's practices are highly adaptable and scalable, which aids wide adoption by other libraries. Because they are intrinsically flexible and don't require formal enrollment or ongoing time commitment to achieve benefit, they are ideal for reaching working adults and populations for whom more structured, traditional education programs are not a good fit. In this project, the extent to which the adopting libraries have or develop a sense of urgency about shifting their services and related resources to meet needs of adults with low skills is key. The presentations and the toolkit will speak to this sense of urgency and possibility and provide clear guidance for planning and implementation that takes into account local needs and context.

The findings and products of this project will benefit not only public libraries but will inform the workforce development, adult education, economic development and community development systems that share the goal of improving the skills of adults with low skills. With strong connections to these systems, the project team will promote and share the project's website and other products widely. As public libraries gain wider recognition within these systems for their measurable impact, they will be better able to access and secure funding from more diverse funding streams such as the Workforce Innovation and Opportunity Act of 2014 (WIOA).

**Providence Public Library
Propagating Promising Practices - Schedule of Completion
(Year 1 - 7/01/18 - 6/30/19)**

July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<u>Developmental Evaluation</u>											
Leads: Nash, Webber											
Develop instruments and protocols; solicit feedback and finalize.											
Visit partner libraries to document promising practices: interviews with staff and participants, observation of the practices, and document review.											
Convene, facilitate, and document regular virtual meetings with partner libraries with structured conversations.											
<u>Electronic Toolkit Development</u>											
Leads: Nash, Tashjian											
Develop framework for toolkit /website.											
Solicit input from partner libraries and Advisors.											
<u>Expanded Services @ Partner Libraries</u>											
Leads: Andersen, Lehane, Nash, Tashjian, Tyler, Webber											
Plan and facilitate kick-off meeting at PPL with input from partner libraries.											
Develop action plans with each library for their participation in the project.											
Coach PPL on Mobile Learning implementation.											
Coach LAPL on Learning Lounge implementation.											
Coach CPL on Learning Circle implementation.											
Finalize data collection methods and metrics, e.g., participation, progress, and completion.											
Set up project data dashboard.											
Collect and report data on agreed upon metrics.											
Survey participants' satisfaction and sense of progress.											
Collect and report demographic data on the participants.											
Analyze data and make adjustments.											
<u>Dissemination</u>											
Leads: Advisors, Andersen, Lehane, Nash, Tashjian, Tyler											
Plan and present at national library conferences. Solicit libraries to apply to pilot one practice. Publicize webinar recording posted on project website.											
<u>Project Management</u>											
Leads: Lehane, Nash, Tashjian											
Monitor and manage project implementation.											
Prepare reports to IMLS.											
Manage subawards.											

Providence Public Library
Propagating Promising Practices - Schedule of Completion
(Year 2 - 7/01/19 - 6/30/20)

July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<u>Developmental Evaluation</u>											
Leads: Nash, Webber											
Visit partner libraries to document promising practices: interviews with staff and participants, observation of the practices, and document review.											
Convene, facilitate, and document regular virtual meetings with partner libraries with structured conversations.											
<u>Electronic Toolkit Development</u>											
Leads: Nash, Tashjian											
Solicit input from partner libraries and Advisors.											
Draft manual of the three promising practices and supporting documentation. Refine based on feedback.											
Develop or select graphics and other visuals.											
Finalize profiles of the promising practices.											
<u>Expanded Services @ Partner Libraries</u>											
Leads: Andersen, Lehane, Nash, Tashjian, Tyler, Webber											
Collect and report data on agreed upon metrics.											
Survey participants' satisfaction and sense of progress.											
Collect and report demographic data on the participants.											
Analyze data and make adjustments.											
<u>Dissemination</u>											
Leads: Advisors, Andersen, Lehane, Nash, Tashjian, Tyler											
Recruit libraries for national webinar.											
Plan and hold a national webinar targeting libraries hosted by WEI. Solicit libraries to apply to pilot one practice.											
Plan and present at national library conferences. Solicit libraries to apply to pilot one practice. Publicize webinar recording posted on project website.											
Develop, collect, and analyze evaluations from presentations.											
Write 3 blogs. Publicize webinar recording posted on project website. Solicit libraries to apply to pilot one practice.											
<u>Pilot Libraries' Replication of One Practice</u>											
Leads: Advisors, Lehane, Nash											
Develop and administer a simple application process to ensure the libraries' commitment and readiness. Finalize based on Advisor and partner feedback.											
Identify, interview, and recruit 6 libraries through the dissemination activities and referrals by Advisors and others.											
Convene and orient the pilot libraries virtually, dividing them into subgroups based on their chosen practice.											
<u>Project Management</u>											
Leads: Lehane, Nash, Tashjian											
Monitor and manage project implementation.											
Prepare reports to IMLS.											
Manage subawards.											

Providence Public Library
Propagating Promising Practices - Schedule of Completion
(Year 3 - 7/01/20 - 6/30/21)

July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<u>Developmental Evaluation</u>											
Leads: Nash, Webber											
Convene, facilitate, and document regular virtual meetings with partner libraries with structured conversations.											
<u>Electronic Toolkit Development</u>											
Leads: Nash, Tashjian											
Solicit input from partner libraries and Advisors.											
Write introductory and connecting sections for the toolkit.											
Develop the electronic beta version of the toolkit.											
Finalize the electronic toolkit to include info on 6 pilot libraries.											
<u>Expanded Services @ Partner Libraries</u>											
Leads: Andersen, Lehane, Nash, Tashjian, Tyler, Webber											
Collect and report data on agreed upon metrics.											
Survey participants' satisfaction and sense of progress.											
Collect and report demographic data on the participants.											
Analyze data and make adjustments.											
<u>Dissemination</u>											
Leads: Advisors, Andersen, Lehane, Nash, Tashjian, Tyler											
Plan and present at national library conferences. Solicit libraries to apply to pilot one practice. Publicize webinar recording posted on project website.											
Develop, collect, and analyze evaluations from presentations.											
Write 3 blogs. Publicize webinar recording posted on project website. Solicit libraries to apply to pilot one practice.											
<u>Pilot Libraries' Replication of One Practice</u>											
Leads: Advisors, Lehane, Nash											
Coach pilot library subgroup exploring Learning Circles through virtual, monthly meetings. Document meetings.											
Coach pilot library subgroup exploring Learning Lounges through virtual, monthly meetings. Document meetings.											
Coach pilot library subgroup exploring Mobile Learning through virtual, monthly meetings. Document meetings.											
Review coaching documentation and meet w/ coaches bimonthly to discuss progress, issues, and resources.											
Write brief profiles on the 10 pilot libraries, their stages of adoption, and outcomes/status at end of grant period.											
<u>Project Management</u>											
Leads: Lehane, Nash, Tashjian											
Monitor and manage project implementation.											
Prepare reports to IMLS.											
Manage subawards.											

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

- Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

All intellectual property rights of content created by Providence Public Library or its staff are considered owned by Providence Public Library. It is our intention that all content created for this project will be freely available and shared on PPL and project partner sites and web platforms via a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This license will ensure that content may be shared, transformed, or reused by others (with proper attribution) but not used in any commercial capacity.

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

It is our intention that any digital content created for this project, for example the toolkit, will be open and available for others to use. Our only conditions imposed on the use of our content will be that proper attribution must be given when reposting or repurposing any content and the content cannot be used for commercial purposes. In addition to displaying the Creative Commons license imprimatur on the digital products developed through this project, we will also post the access and use statement on the project toolkit/website.

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

Our project toolkit may include video vignettes of adult participants. Participants will be required to sign a photo/video release giving permission to PPL to use their likeness in our toolkit and project materials. Participation is voluntary. Participants are welcome to opt out of being filmed and will be explicitly told that they can still fully participate in services with no negative ramifications.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

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

One data dashboard - A visual representation of the data collected from the project, similar to the All Access Dashboard <http://allaccessri.org/dashboard/> which captures live data from the project and is shared publicly.

One toolkit - A digital document that outlines the process and outcomes of the project. The toolkit will deliver an in depth, scalable model for libraries of varying sizes to replicate. It will cover both theory and implementation of how libraries can implement three three practices. This will include video vignettes (quantity not determined yet) that demonstrate practices in action.

Webinar recordings - A minimum of one national webinar will be held to recruit 6 libraries for participation in replication of a practice. Participants will be told at the start of the webinar that it will be recorded and the recording will be part of the toolkit/project website. The webinars will be hosted and recorded on World Education's Webex platform.

Blogs - A minimum of three blogs will be written by project partners highlighting aspects of the project. The blogs will be posted as part of nationally relevant library, education and/or workforce development publications.

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

The dashboard, toolkit, webinars and blogs will be created mainly by World Education and Providence Public Library with contributions from project partners and Advisors. A consultant videographer will be hired to produce the video vignettes for the toolkit.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

PDF, MP4, JPG, HTML. We will adhere to current recommended standards for PPI resolution for images, and employ high resolution MPEG-4 formatting for video to ensure compatibility across a variety of video and media players. We will also apply XHTML best practices to any html coding.

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

Providence Public Library and World Education project and technology staff will serve to monitor and evaluate quality control in line with similar means and measures currently in place in both organizations. Both organizations have deep knowledge of creating and distributing online content. With content approval by Providence Public Library, the Library and World Education's technology team will work cooperatively to create a directory then as appropriate classify and organize content (i.e., copy images, batch rename, append metadata, assign rating, apply ratings). The next step is a validation/review by leadership at both organizations. The last two steps are publishing/accessibility and finally, back-up/storage confirmed. This process will be closely monitored and evaluated by Library leadership including the Director of Technology, Director of Education, and Executive Director. World Education staff have expertise in developing 508-compliant publications, websites, and online products for federal funders, and other clients

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

Our plan for preserving and maintaining digital assets during and after the award period is akin to PPL's current

preservation and maintenance program of digital assets. PPL has storage systems and a repository already in place that can be utilized for this project. Our digital preservation program has been a priority of the administration/Board of Trustees resulting in allocated staff time and financial resources to support a robust repository. PPL commits to offsetting any costs of this process not funded through the award.

C. Metadata

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

We will provide descriptive and administrative metadata in accordance with PPL's established Digital Content Standards (see Supporting Doc 4), which articulates each structural metadata element and its accompanying content standard. These standards adhere to the structural standards of full Dublin Core (basic), and selected MODS fields. For elements that do not have a corresponding controlled vocabulary such as item identifier and date and local names, the content standards adhere to Describing Archives Content Standard (DACS) formatting. The following controlled vocabularies are used in PPL's standard operating procedure for metadata capture: Library of Congress Name Authority File (Any elements referring to organizational or personal names as well as geographical locations) Library of Congress Thesaurus of Graphic Materials (Dublin Core: Subject) Getty's Art and Architecture Thesaurus (Dublin Core: Type) Internet Media Types [MIME] (Dublin Core: Format)

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

Metadata will be stored in the Library's Islandora system, which is backed up locally, as well as on a secure, remote cloud server. The raw files (html documents, video and image files) will be stored as an Archival Information Packet (AIP) using DataAccessioner. DataAccessioner was developed by the Duke University Library as an easy GUI interface for migrating data off disks and onto a file server for basic preservation, further appraisal, arrangement, & description. In addition to providing a compressed AIP, DataAccessioner will also create and validate checksums, gather metadata (via File Information Tool Set (FITS)) and compile a collection-level XML metadata file for reference. The generated AIPs will be periodically checked to ensure that the checksums are valid and unchanged. At that time, any file type that has become obsolete or has experienced deprecation will be migrated to the latest standard.

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

Our current digital repository uses the Islandora framework which can be made visible via the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH). If the library aligns with a DPLA service hub, this content is ready for harvest and widespread discovery. Rhode Island currently lacks a regional DPLA service hub.

D. Access and Use

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

The project's digital content will be openly available online via the project toolkit/website, and be hosted on a subdomain of provlib.org. All content will be accessible by anyone with Internet access, the freely available Adobe Reader, and any number of freely available online video and media players.

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

<http://www.provlibdigital.org/>
<http://hub.provlib.org/teensquadhome.html>

Part III. Projects Developing Software

A. General Information

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

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

B. Technical Information

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

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

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

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

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

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

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

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?