Pacific Library Partnership Abstract

The Pacific Library Partnership (PLP) in collaboration with the Bay Area Discovery Museum (BADM) and the California State Library (CSL) respectfully seeks funding in the amount of $249,987 to expand the *Reimagining School Readiness Toolkit* (Toolkit), initially developed by BADM and CSL, and scale it nationally through a train-the-trainer model. The Toolkit, launched in March 2018, is a set of evidence-backed school readiness activities and resources available for free online, designed to equip librarians with the tools and processes to help families prepare children ages 0-8 for success in school and life. Although the Toolkit will soon contain a set of recorded webinars, we have consistently heard that the power of in-person staff training is a key ingredient in preparing librarians with the mindset, research-backed evidence, and hands-on learning experiences that empower them to implement and adapt the toolkit back in their own library setting. *Reimagining School Readiness for Libraries* is envisioned as a 3-year initiative where in Year 1, the toolkit will be tested in three additional states and refined before launching a train-the-trainer program in Years 2 and 3. By year 3, this project will result in over 1,280 librarians trained in school readiness research and programming across 18 states, ultimately serving an estimated 51,200 children, parents, and caregivers nationwide.

The Toolkit responds to an identified need for school readiness programming in libraries. At least 59% of 4-year-olds nationwide are not enrolled in public preschools, and access to high-quality early education is dependent upon race, geography, and socioeconomic status (U.S. Department of Education, 2015). No matter their economic or educational background, all parents want their children to be successful and research shows that the ages of 0-8 are critical to developing the skills (e.g., social emotional, executive function, math, literacy) that predict future success in life (Center for Childhood Creativity, 2016; Institute for Museum and Library Services, (IMLS) 2013). Libraries are a safe, accessible, and trusted place in the community where all are welcome. Providing school readiness programming in libraries not only offers learning opportunities for the child, but also their parents, grandparents, and caregivers. And, since most library staff have not been trained in early childhood education, they do not feel confident to effectively meet the needs of the families in their communities.

The *Reimagining School Readiness in Libraries* project builds upon the collective strengths of PLP, BADM, and CSL in developing and operationalizing a robust set of research-backed activities and training model that integrates actionable school readiness resources into library programming nationwide, and helping librarians to expand their skills in effectively engaging children and families. As a key part of the project, PLP will engage an external evaluator to evaluate the Toolkit, the train-the-trainer program, and the overall project. The evaluation plan includes two key phases. The first phase includes an evaluation of the usage and effectiveness of the toolkit, which will be understood through the perceptions and experiences of library staff who use the toolkit. The second key phase is the evaluation of the train-the-trainer program to inform any refinements to the content and the structure of this model as well as an overarching assessment of the project itself.

This project is relevant to the Lifelong Learning category because it will provide librarians with the tools, methodologies, and resources they need to provide evidence-based school readiness programming to support children under eight years old, and their parents or caregivers. To reach that goal, this project aims to train library staff in (1) the current research around preparing children (ages 0-8) for success in school and life, (2) tools to assess their own areas of fixed and growth mindset, particularly as it pertains to designing programming for families, and (3) the hands-on, open-ended pedagogy that underlies the activities and resources provided within the Toolkit. This multifaceted approach ensures that each library can choose what activities and approaches are right for them and their community. The train-the-trainer model outlined in this project will help other libraries and library staff adopt these tools through existing networks including state libraries, tribal libraries, and military library networks, and alternative systems, including museum and library networks. This model will continue to be expanded beyond the grant period through ongoing dissemination to library staff throughout the field.

1. STATEMENT OF BROAD NEED

The Pacific Library Partnership (PLP) in collaboration with the Bay Area Discovery Museum (BADM) and the California State Library (CSL) respectfully seeks funding in the amount of $249,987 to expand the *Reimagining School Readiness Toolkit* (Toolkit), initially developed by BADM and CSL, and scale it nationally through a train-the-trainer model. The Toolkit, launched in March 2018, is a set of evidence-backed school readiness activities and resources available for free online, designed to equip librarians with the tools and processes to help families prepare children ages 0-8 for success in school and life. Although the Toolkit will soon contain a set of recorded webinars, we have consistently received feedback that the power of in-person staff training is a key ingredient in preparing librarians with the mindset, research-backed evidence, and hands-on learning experiences to empower them to implement and adapt the Toolkit back in their own library setting. *Reimagining School Readiness for Libraries* is envisioned as a 3-year initiative where in Year 1 the Toolkit will be tested in three additional states and refined before launching a train-the-trainer program in Years 2 and 3. By Year 3, this project will result in over 1,280 librarians trained in school readiness research and programming, ultimately providing an estimated 51,200 children, parents, and caregivers nationwide with high quality learning experiences. This model will continue to be expanded beyond the lifespan of this grant through the library trainers and through ongoing dissemination to library staff throughout the field.

Why do we need to "Reimagine" School Readiness?

There is a growing sense of urgency to prepare all children for school, which is largely positive. Research tells us that children who start behind stay behind, and early gaps in understandings, especially those in literacy and math, tend to be sustained or widened over time (McLoyd & Purtell, 2008). However, pressure to address these achievement gaps has led many preschools and early elementary grades to increase didactic, academic instruction and remove the child-directed exploration, hands-on learning, and imaginative play that are longitudinally correlated to higher order thinking. Schools that serve large numbers of children from low-income communities and communities of color feel particular pressure to meet test score proficiency levels, and as a result have little time or flexibility to incorporate open-ended instruction. Positive early learning experiences carry a predictive power that extends far beyond elementary school, wiring children's brains for the deep conceptual thinking and sustained interest, curiosity, and persistence they will need throughout their lives.

The Center for Childhood Creativity (CCC), BADM's research and advisory division, completed a review of recent literature, including over 150 studies, that indicates that we are missing the mark in preparing our children for learning and achievement by equating "school readiness" with a finite checklist of academic skills to be mastered by age 5. Instead we need to think about school readiness as a robust developmental process that spans the early childhood years through age 8. By age 8, children need to have developed complex thinking skills, as best evidenced by their grasp of conceptual mathematics; they should be effective at self-regulation and control and should be able to independently make and carry out plans; and they should know how to get along with peers and adults (Center for Childhood Creativity, 2016; Institute for Museum and Library Services (IMLS), 2013) (see **Supportingdoc1** for a full list of references). All children are capable of developing these skills if the adults in their lives provide developmentally appropriate and rich experiences to boost learning and cognitive development.

In *Reimagining School Readiness: A Position Paper with Key Findings*, we provide a research-backed roadmap of the key factors school readiness initiatives should address:

1. Quality adult-child interactions shape children's thinking skills. The conversations we have, the questions we ask, and the experiences we provide matter. Simple shifts in our approach and language boost children's learning and cognitive development.
2. Science learning is critical for the development of higher order thinking, but is missing from most early school experiences.

3. Demonstrating strong math skills at an early age is a strong indicator of developing conceptual thinking skills and predicts long-term success in school, not just in later math learning but also in later reading proficiency.
4. Planning, self-awareness, and self-control— what psychologists refer to as "executive functions"— predict positive school and life outcomes. Studies show that children develop executive functions through experience.
5. Children with stronger social skills do better in school, in the workplace, and in life. Child-directed play and modeling of helping behaviors are key to the development of social skills and need be prioritized in early education.
6. Higher order thinking, retention of information, and creativity flourish when children experience minimized stress and when their basic needs are met. While persistent stress can impede brain development, caring relationships with adults as well as programs that teach emotion regulation provide protection from risk.

School Readiness in Libraries
The Reimagining School Readiness for Libraries project responds to an identified need for school readiness programming in libraries. At least 59% of 4-year-olds nationwide are not enrolled in public preschools, and access to high-quality early education is dependent upon race, geography, and socioeconomic status (U.S. Department of Education, 2015). And libraries are a safe, accessible, and trusted place in the community where all are welcome. As described in the Pew Research Center's 2013 report, *Parents, Children, Libraries, and Reading,* 84% of parents with children age 6 and under believe that libraries are very important for their children, and parents in households earning less than $50,000 are eager to take advantage of more library services (Miller et al., 2013). Providing school readiness programming in libraries not only offers learning opportunities for the child, but also their parents, grandparents, and caregivers. And, since most library staff have not been trained in early childhood education, they do not feel confident to effectively meet the needs of the families in their communities.

Because of this need, many libraries already participate in the Campaign for Grade Level Reading, which was supported in part by the Institute of Museum and Library Services (IMLS). The 2013 IMLS report, *Growing Young Minds, How Museums and Libraries Create Lifelong Learners* codified that libraries and museums create a "diverse infrastructure of informal learning that is equipped to deliver critical early learning resources to young children and families, especially those most in need" (IMLS, 2013, p. 5). The IMLS 2018-2022 Strategic Plan's second goal, Build Capacity, addresses the need to strengthen the capacity of museums and libraries to improve the well-being of their communities. *Reimaging School Readiness for Libraries* aims to leverage some of the ideas behind the Campaign for Grade Level Reading, and focus on ensuring that children are cognitively and socially ready for school by training librarians in the best practices and pedagogy in delivering research-backed school readiness programming nationwide.

The Toolkit Creation and Pilot
The Toolkit was originally developed through a partnership between the California State Library (CSL) and the Bay Area Discovery Museum's research and advisory division, the Center for Childhood Creativity (CCC) in 2016-18 to integrate the CCC's research in *Reimagining School Readiness: A Position Paper with Key Findings* into hands-on programming offered at public libraries throughout California. To begin, the CCC launched a survey promoted through the CSL to uncover what types of school readiness programming libraries were already offering and where there were gaps.

From here, the CCC and CSL chose six California libraries as pilot sites, representative of rural, urban, and suburban communities. The six libraries selected were: Alpine Branch, San Diego County Library; Biblioteca Latinoamericana Branch, San Jose Public Library; Eastmont Branch, Oakland Public Library; Fowler Branch, Fresno County Library; Marin County Free Library, County of Marin; Ovitt Family Community Library, City of Ontario. Two staff members from each of the six pilot sites were trained on the research behind the

Reimagining School Readiness Position Paper and then co-created the practical tips and content that now make up the Promising Practices guide. These staff members also provided critical feedback that helped to ensure the relevancy of the Toolkit. This was done by pairing libraries together to collaborate offline before sharing their work on larger monthly calls. Simultaneously, based on the results of the survey and interviews with staff at the pilot sites, the CCC created a suite of parent/caregiver resources. Then, the six libraries tested all of these materials for approximately four months at their site. During a time when they were running a "school readiness" program, CCC staff visited each library, observed their program, interviewed parents/caregivers, children and library staff. From this, the Toolkit was revised and sent to pilot sites again to give feedback through email and monthly calls until the final Toolkit was designed, translated and launched in March 2018.

The components of the Toolkit are two-fold: (1) a set of resources geared specifically to provide strategies to improve practice for library staff and (2) downloadable content (available in six languages) that library staff can distribute to families in their communities. The resources for library staff include the Promising Practices Guide which includes tips to be utilized during storytime and other library contexts organized by age group (0-18 mos.; 18 mos.-3 yrs.; 3-5 yrs.; and 5-8 yrs.), a set of two case studies that showcase how the Toolkit can be used to start a new school readiness program or adapt and enhance current programming, and Pinterest boards with hands-on activities to use with families. The content that was designed to be distributed directly to families contains posters, flyers, bookmarks, math activities and text messages or social media posts.

Scaling the Toolkit
Between March and September 2018, we held nine half-day workshops across the state of California that reached more than 320 library staff and have produced four webinars that have reached approximately 600 people nationwide to train them on the use of the Toolkit. The consistent demand for in-person workshops we have received throughout California and from other states has prompted us to apply for funding from IMLS to support the implementation of a 3-year professional development and continuing education program through a project grant. In the first year, we will evaluate the existing Toolkit with four libraries in each of our new Year 1 partner states (Arizona, Kentucky, Wisconsin), and we will assess the impact of the Toolkit in California with the librarians who have been using it for the past year (predating the grant period). In the second year of the project, we will train 20 library staff from the four Year 1 states, and six new Year 2 states as trainers, who are then responsible for training library cohorts in their own states. In the third year of the project, we will train 16 library staff from eight new states as trainers, who will then also be responsible for training library cohorts in their own states. In this way, we will reach 1,280 librarians and 51,200 children and their adult caregivers, supporting the capacity of librarians through cross-disciplinary and inquiry-based lifelong learning opportunities.

We recognize that there are other organizations that have developed scalable school readiness programs for libraries. In particular, these include the Boston Children's Museum's work in the Race to the Top – Early Learning Challenge, the Long Island Children's Museum's Kindergarten reading programs for immigrant families learning English as a new language, the Providence Public Library' take home kits, or "Family Literacy Bags" which focus on nine areas of learning, and Every Child Ready to Read

Year 1	4 states	200 librarians (50 per state)	8K children & adults (40 per librarian)	
Year 2	+6 states	20 trainers (2 per state)	600 librarians (60 per state)	24K children & adults (40 per librarian)
Year 3	+8 states	16 trainers (2 per state)	480 librarians (60 per state)	19.2K children & adults (40 per librarian)
Total	18 states	36 trainers	1280 librarians	51.2K children & adults

which focuses on literacy skills from birth to age 5.   **Figure 1:** Impact of *Reimagining School Readiness for Libraries*

However, the *Reimaging School Readiness for Libraries* project will make a unique and essential contribution to the field, particularly because of its multifaceted approach. First, the Toolkit was specifically designed as a set of adaptable resources that can be used alone or in tandem with existing school readiness and literacy initiatives already in place in many libraries. It is meant to complement and enhance the work of librarians and not necessarily replace any existing programs. The resources are powered by the research drawn directly from our Position Paper and literature review and focus not only on developing skills beyond literacy (particularly early math and science) but also on children through age 8 which provides relief for many families whose child was unable to attend preschool and enters Kindergarten already feeling behind. Finally, the professional development program and accompanying community of support outlined through the train the trainer model is designed to not only help library staff feel more confident stating the research-based intentionality behind their programming but also evaluate their mindset when it comes to designing new and effective programming for the families they serve, which will be beneficial to them beyond the lifespan of this grant.

Opportunities for Lifelong Learning

This project is relevant to the **Lifelong Learning** category because it will provide librarians with the tools, methodologies, and resources they need to provide evidence-based school readiness programming to support children age 8 and under, and their parents or caregivers. To reach that goal, this project aims to train library staff in (1) the current research around preparing children (ages 0-8) for success in school and life, (2) tools to assess their own areas of fixed and growth mindset, particularly as it pertains to designing programming for families, and (3) the hands-on, open-ended pedagogy that underlies the activities and resources provided within the Toolkit. This multifaceted approach ensures that each library can choose what activities and approaches are right for them and their community. The train-the-trainer model outlined in this project will help other libraries and library staff adopt these tools through existing networks including state libraries, tribal libraries, and military library networks, and alternative systems, including museum and library networks. This model will continue to be expanded beyond the grant period through ongoing dissemination to library staff throughout the field.

2. PROJECT DESIGN

Building on lessons learned through the Toolkit's pilot in California, PLP, CSL, and BADM will launch a train-the-trainer model that provides library staff with the research-backed resources and support they need to provide effective programming for children and families in their local communities. Over the term of the three-year grant period, we will initially test the Toolkit in three additional states to California (Arizona, Kentucky, and Wisconsin). These three states were chosen for specific reasons to ensure that we're getting a wide swath of test sites before making any changes, so the revised Toolkit will be applicable to library systems nationwide. The Arizona State Library (see **Supportingdoc2**) was chosen for its experience in providing trainings for tribal libraries, the Kentucky State Library (see **Supportingdoc3**) for its commitment to serving rural families, and the Wisconsin State Library (see **Supportingdoc4**) for its efforts in inclusive service and providing programs outside of the library to meet families where they are. As was done in the pilot phase in 2016-18, the voices of library staff, parents/caregivers, and children will be heard as the project unfolds. In Year 1, 12 libraries from the four Year 1 states will be selected to take part in a nationwide testing of the current Reimagining School Readiness Toolkit. Library staff will utilize the resources over a six month period and we will collect data (through surveys, interviews and site visits) to discover what additions or changes must be made to the current version of the Toolkit to make it more widely applicable and accessible to a nationwide audience.

Once the changes to the Toolkit have been made, we will begin to roll out the train-the-trainer portion of this initiative. The four states that participated in Year 1 will play an integral role in shaping the train the trainer program through phone calls, emails and shared planning documents. The six new states that participate in the train-the-trainer program in Year 2 will also provide input that will help in refining the training model for Year

3. An external evaluator will assess the Toolkit, the train-the-trainer model, and the overall impact of the project over the three-year period. Ultimately, over 1,280 librarians across the U.S. will have the training and resources to intentionally incorporate research-backed concepts and activities that promote school readiness in early learning opportunities.

Project Activities, Personnel, and Resources:
Pacific Library Partnership (PLP), Center for Childhood Creativity (CCC), and California State Library (CSL) are the primary institutional partners. Additional partners will be identified to collaborate as program trainers and workshop facilitators in partner states. Carol Frost, CEO of the Pacific Library Partnership will serve as the Project Director, and will oversee the grant and will be responsible for distributing stipends to library partners and Advisory Board Members. Ms. Frost previously held the position of Division Manager for the San Jose Public Library, where she was the liaison to the City of San Jose's Early Care and Education Commission, one of the few city commissions nationwide to focus on early education. During that time, Ms. Frost worked with community stakeholders to develop the five-year strategic plan for support for children from birth to age 5. Ms. Frost Carol has been recognized by the Santa Clara County Office of Education with the award "Honor for Generous Support of Community Children and Head Start and Early Start Programs." Ms. Frost will oversee the project, disperse student support to libraries participating in the project, and with the California State Library, will help connect the project with other relevant public library networks nationwide.

The primary project partners will be Lisa Regalla PhD, Deputy Director of the Bay Area Discovery Museum's Center for Childhood Creativity, Amy Eisenmann, Early Education Advisor at the Bay Area Discovery Museum and Carolyn Brooks, Library Program Consultant at the California State Library. Ms. Brooks, MLS, is the Library Programs Consultant for the California State Library in charge of the California Statewide Early Learning with Families Initiative (ELF). Ms. Brooks has designed several innovative library programs, such as Sensational Storytime (Sensory Storytime for children with special needs) and Playmobile (think Bookmobile meets Early Learning Center), as well as a developmentally-based toddler music and movement storytime. She earned a BA from Pacific Lutheran University and a MLS at San Jose State University, and was awarded the Library Science Division Award for Excellence in Research for her work in analysis of Children's Literature and Societal Constructs. Ms. Brooks will help to select partner sites over the three-year grant period, disseminate the project findings in California, make connections throughout the national library networks, and oversee the California library branches' participation.

Dr. Regalla and Amy Eisenmann, Early Education Advisor at the Bay Area Discovery Museum, will administer the trainings, revise the Toolkit as needed, and serve as the primary contacts for the external evaluator. Dr. Regalla has extensive experience supporting formal and informal educators throughout her career. Before joining BADM in 2016, she led extensive in-person and online training efforts as the Deputy Director of Maker Education Initiative (Maker Ed). In addition, as the Manager of Science Content & Outreach at Twin Cities Public Television, she developed the SciGirls CONNECT program which is a train-the-trainer program that equips Certified SciGirls Trainers to lead hundreds of educators in gender-equitable based STEM trainings nationwide. Ms. Eisenmann brings over 10 years of experience as an early childhood educator, both in the classroom and the museum setting. Previously, she spent 6 years directing early childhood education strategic initiatives at BADM and COSI (Center of Science and Industry) in Ohio. She holds a BA in Music and a MEd in Early Childhood Education.

Below is an outline of PLP's Project Work Plan (see the **Schedule of Completion** for more detail):

Reimagining School Readiness Toolkit	
Sept. 1, 2019 - Aug. 31, 2020	Toolkit training run by BADM for approximately 50 staff in CA, AZ, KY, and WI. Select 12 sites to test/evaluate the Toolkit. Pilot data collection with families in CA. Gather and analyze data, and make changes to the Toolkit.

| Sept. 1, 2020 - Aug. 31, 2021	Develop Train-the-Trainer workshop. Add additional 6 states, and run 2-day training at BADM (Sausalito, CA) for 2 people per state. These 20 trainers will lead trainings in their home states for at least 60 librarians per state. Evaluate the model.
Sept. 1, 2021 – Aug. 31, 2022	Make changes to the Train-the-Trainer model based on findings from Year 2. Invite 2 people each from 8 new states for 2-day training at BADM (Sausalito, CA), and these 16 trainers will lead trainings in their home states for at least 60 librarians per state. Evaluate the model.
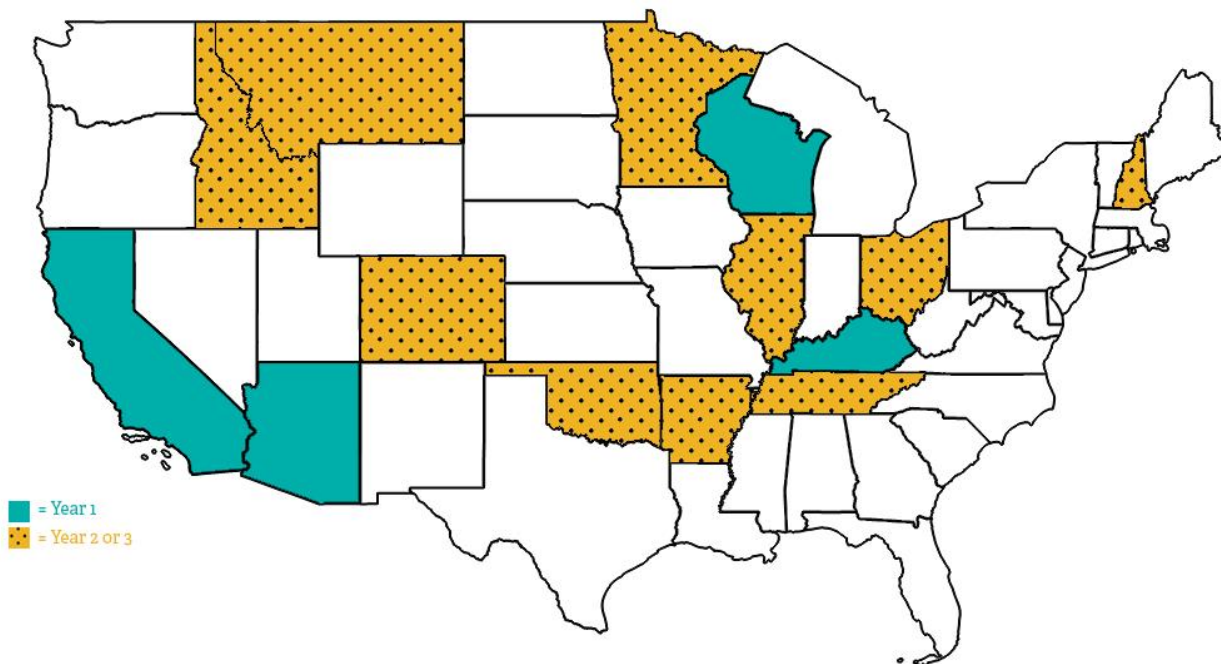
Figure 2: Confirmed Year 1 states are highlighted in turquoise, and potential Year 2/3 states are highlighted in yellow with dots (see **Supportingdoc5-13** for prospective Year 2 and 3 partner states, in alphabetical order).

Year 1 (9/2019-8/2020): PLP and BADM will partner with state and regional library systems in CA and three additional states (AZ, KY, and WI), and hold one half-day training in each state for up to 50 participants per training. Following the trainings, there will be an application process to select 12 library branches to test the Toolkit for 6 months, and participate in surveys and staff interviews for evaluation purposes. We will also pilot sending bi-weekly emails to the 12 selected branches with tips on implementing the Toolkit in their libraries and key insights on school readiness research.

Year 2 (9/2020-8/2021): The second year of the project will be devoted to incorporating feedback from the testing period in Year 1 and making any necessary changes to the Toolkit to accommodate a broader, national audience. Then, we will develop a specific train-the-trainer program and deliver it to the four Year 1 partners and six new Year 2 state and regional library systems. An external evaluator will attend this initial training, and monitor the roll-out of the train-the-trainer model. We will build two communities, one for trainers and one for library staff that have been trained in each state (i.e., trainees). For the trainers, we will establish a community of practice, through monthly Zoom calls where trainers from different states can showcase stories and examples from their implementation experience. In addition, all trainees will be able to opt-in for an email list where we send refined monthly implementation tips that were piloted in Year 1.

Year 3 (9/2021-8/2022): In Year 3, we will finish analyzing the results of the data from Year 2 and the project will be adapted as needed in order to best serve the different needs of each unique state library system. We will then scale the train-the-trainer program more broadly with an additional eight states, and incorporate other state

library systems, regional networks, or national partners. The 36 certified trainers (2 per state) will continue to expand the project's impact through ongoing trainings. We will continue to host a community of trainers through Zoom where Year 2 trainers will be utilized to help mentor Year 3 trainers by sharing their own experiences and practices. In addition, all trainees will be able to opt-in for monthly tips via email. In Year 3, the project will continue to be evaluated through data from project processes, participant interviews and surveys, and project outcomes to assess the efficacy of model. Our goal is to test this professional development model to discover how best to scale an initiative such as this by partnering with not only regional and statewide library systems, but also hybrid museum and library networks such as the Arkansas Discovery Network and Oklahoma Museum Network.

Project Evaluation:
As a key part of the project, PLP will engage an external evaluator to evaluate the Toolkit, the train-the-trainer program, and the overall project. While the feedback received through site visits and interviews from the Toolkit's 2016-17 pilot in California was largely positive, we do not have data on the effectiveness of the Toolkit on library patrons. This grant would allow us the opportunity to explore the effectiveness of the Toolkit and the professional development training model. The evaluation plan includes two key phases that will be used to refine the project and the project resources. The first key phase includes an evaluation of the usage and effectiveness of the Toolkit, which will be understood through the perceptions and experiences of library staff, who use the Toolkit, and their library patrons. During this phase a survey will be designed for library sites to distribute to their families and share the data back with the evaluator. Data from across stages one, two, and three of the evaluation plan will be used to inform any revisions or refinements to the Toolkit during the project. In addition, the family survey will be refined throughout the evaluation period and will be added to the Toolkit as a permanent assessment component following the completion of the project.

The second key phase is the evaluation of the train-the-trainer program. Data from stages four and five of the evaluation plan will be used to inform any revisions or refinements to the content and the structure of the train-the-trainer program. The final two stages, six and seven, along with data from all of the previous stages, will be used to provide an overall evaluation of the project and the project resources. The final evaluation will be used to inform future efforts with distributing and expanding the use of the Toolkit and training program. The evaluation will yield both qualitative and quantitative data. The qualitative data will be analyzed using both content and inductive thematic analysis to uncover common themes present in the data around the Toolkit, its usage and effectiveness, the train-the-trainer model and program, and other topics relevant to the project. The quantitative data will be analyzed using both descriptive and inferential statistics to uncover commonalities and patterns in the data.

The evaluation plan will result in three evaluation reports which will be shared through the project website: 1) Reimagining School Readiness Toolkit Evaluation Report; 2) Reimagining School Readiness Train-the-trainer Program Evaluation Report; and 3) Reimagining School Readiness Project Evaluation Report. Content from these reports and findings from all stages of the evaluation will also be used in the conference presentations and journal publications discussed in section 4.

Stage	Purpose	Methods
Year 1		
1	Evaluation of California Toolkit usage among library patrons	1. Survey California library staff who have been using the Toolkit prior to the project 2. Interview 5 of these library staff 3. Design and provide an anonymous family survey for participating library sites to distribute to their families and share data back with evaluator
2	Evaluation of Toolkit content with 3 states	1. Interview 12 participants across the 3 states (WI, KY, AZ)

Year 2		
3	Evaluation of Toolkit usage among library patrons in 4 states	1. Survey participants from the 4 states who participated in year 1 2. Interview 16 participants across the 4 states 3. Provide a revised anonymous family survey for participating library sites to distribute to their families and share data back with evaluator
4	Evaluation of train-the-trainer program	1. Survey participants from the 10 states who participated in the train-the-trainer workshop (trainers), and those who participated in the local state workshops led by the newly trained trainers (trainees) 2. Interview 24 participants across the 6 states, including trainers and trainees 3. Interview 1 state library staff member from each of the 6 states to gain insight into effectiveness of local workshops
Year 3		
5	Evaluation of revised train-the-trainer program	1. Survey both trainers and trainees from the 8 new states 2. Interview 10 participants from the 8 new states, including both trainers and trainees
6	Community evaluation	1. Visits to 6 library sites who are using the Toolkit to interview families 2. Provide a revised anonymous family survey for participating library sites to distribute to their families and share data back with evaluator
7	Overall evaluation	1. Survey of all library staff participants 2. Review of all data collected in project

Kathleen Campana, PhD, will serve as the project evaluator. She is an Assistant Professor at Kent State University in Ohio and brings significant experience in doing mixed-methods research with public libraries, young children, and families to the project. Some of her prior research projects include Project VIEWS2—an IMLS-funded grant which explored the early literacy impact of public library storytimes; The Multimodal Power of Storytime—which explored school readiness content in storytimes; Project LOCAL—an IMLS-funded grant which explored how libraries are using outreach to support children and families in underserved communities; and the Association for Library Services to Children (ALSC) YCNML project—which explored how libraries are using technology with young children and their families.

Advisory Board
PLP, CSL, and BADM will convene an Advisory Board to guide this project over the course of the grant. We have chosen members who have experience working as library practitioners and also have experience in and an understanding of national trends. All members bring an expertise in training or supporting library staff nationwide and/or overseeing train-the-trainer workshop models. Members of the Advisory Board will participate remotely in up to six, one-hour meetings over the course of the three year project, be available periodically to answer specific questions over email or by phone, provide advice and guidance on the overarching project plan, and give specific feedback on documents such as: RFPs for testing sites, evaluation data, train-the-trainer manual, etc.

We have confirmed four members of the Advisory Board, listed below (letters of commitment are also attached to this proposal, titles referenced below):
- Betsy Diamant-Cohen, PhD, Executive Director, Mother Goose on the Loose, LLC (**Supportingdoc14**);
- Saroj Ghoting, Early Childhood Literacy Consultant (**Supportingdoc15**);
- Keliann LaConte, Professional Development Manager at the National Center for Interactive Learning, Space Science Institute (**Supportingdoc16**);
- Julia Skolnik, MSEd, Assistant Director of Professional Development at The Franklin Institute (**Supportingdoc17**).

3. DIVERSITY PLAN

The research-backed Toolkit was initially developed and field-tested in public libraries throughout California where 52% percent of 4-year-olds are not enrolled in preschool (National Institute for Early Education Research, 2017). While studies have shown that California's innovative Transitional Kindergarten (TK) program is effective in preparing children with the academic skills they need when entering school (American Institutes for Research, 2014), there is still room to improve impact on executive function and social-emotional outcomes—a gap this project aims to fill. In Year 1 of this project, we will also partner with libraries in rural, suburban, and urban areas nationwide, ensuring that the Toolkit is relevant to diverse socioeconomic and geographic audiences. In addition, through scaling our professional development model in Years 2 and 3, we plan to expand the scope beyond public libraries to include: school, tribal, and military libraries. See **Figure 2** (pg. 6).

We chose Arizona, Kentucky, and Wisconsin to be partners in Year 1 because we believe they can help us reach audiences that we have not yet reached throughout our testing and training in California. Each features uniquely diverse populations, demographics, and statewide initiatives that will be complemented by the *Reimagining School Readiness for Libraries* project. In Kentucky, 50% of first-time kindergartners lack the foundational skills necessary to be successful in school (Commonwealth of Kentucky Governor's Office of Early Childhood, 2017). The Toolkit and associated professional development training will further the efforts of Kentucky Department for Library and Archives' (KDLA) School Ready Libraries project, which was funded by the Institute of Museum and Library Services' Laura Bush 21st Century Librarian Grant Program and concluded in June 2018. The KDLA project offers 14 kits to library staff to plan programming around Approaches to Learning, Math, Health & Wellness, Language & Literacy, and Social Emotional skills.

In Arizona, children face numerous challenges that may prevent or hinder their access to the positive early experiences that promote kindergarten readiness and lifelong success. Those challenges include the fact that more than 1 in 4 children under 6 live in poverty, 1 in 5 children live in households that are food insecure, and 1 in 4 children under 6 have had two or more adverse childhood experiences. According to the First Thing First's annual report, 64% of 3- to 4-year–olds do not attend preschool in Arizona (Arizona Early Childhood Development and Health Board, 2018). Arizona ranked 49th and 50th in a 2014 national survey of public school revenues and expenditures, respectively demonstrating the importance for libraries to support families in preparing young children for school. While over 70% of 4-year-olds in Wisconsin are enrolled in preschool, only 1% of 3-year-olds have access to preschool, making it one of the lowest ranking states. Wisconsin also is one of the states that spends the least on preschool enrollment, and is ranked in the bottom 10 of states meeting quality standards benchmarks met (National Institute for Early Education Research, 2017). Wisconsin's K-12 achievement gaps between white students and students of color are among the worst in the nation, and has persistently been so for over a decade (NAEP, 2015). The *Reimagining School Readiness for Libraries* project will endeavor to help close these gaps.

We also hope this project will support underserved communities and different library networks that are already partnering with our Year 1 state library networks. In Arizona, the State Library supports 90 library systems including 22 tribal library locations, representing 15 tribal nations. Kentucky has already been doing work to provide school readiness training that empowers libraries to reach children cared for in the home and children with disabilities – two communities that saw the greatest need in Kentucky's Early Childhood Profile (2017). Wisconsin's Department of Public Instruction also has relationships with the tribal libraries and the school libraries communities. In addition, the Toolkit content intended to be distributed to parents and caregivers is currently available in 6 languages (English, Chinese, Farsi, Spanish, Tagalog and Vietnamese). Depending upon the needs of each state, we will translate the Toolkit into additional language(s) based on the top languages spoken in Year 1 partner states: Navajo (AZ), German (AZ, KY, WI), Arabic (KY), French (KY), Dutch Afrikaans (KY), and Hmong (WI). (Source: 2010, US Census Bureau; Retrieved from: https://statisticalatlas.com/state/). Through need-finding, revised resources, training and support, the Toolkit

will empower library staff to continue to reach children and families that may not have otherwise had access to research-backed and culturally appropriate early learning experiences.

4. BROAD IMPACT

Project Impact:
The *Reimagining School Readiness* project will have a national, positive impact broadly in the field, providing over 1,280 librarians in rural, suburban and urban library systems with the resources, training and support to meet the needs of their own diverse communities. This project will also provide librarians with the evidence-backed resources, tools, processes, and mindsets to intentionally and creatively integrate research-backed school readiness learning opportunities into their practice. This project builds upon the collective strengths of the Pacific Library Partnership, Bay Area Discovery Museum, and California State Library in developing and operationalizing a robust set of research-backed activities and training model that integrates actionable school readiness resources into library programming nationwide, and helping librarians to expand their skills in effectively engaging children and families. We hope to gain key insights into how initiatives like this can efficiently and effectively scale nationally by remaining flexible yet retaining their efficacy. In order to measure the program's impact, evaluation will also focus on what aspects of the various models (state library, museum network, statewide STEM networks) contribute to the success or challenges of wide scale dissemination of the Toolkit, and what are the necessary components of a train-the-trainer program. Ultimately, librarians will be better positioned to serve their communities through multifaceted library services and community partnerships.

The proposed work structure over the grant period is positioned to have a broad impact through the following methods:
- Training over 1,280 librarians from rural, urban, and suburban libraries in 18 states in the current school readiness research and pedagogy.
- The dissemination of resources and tools through a scaled train-the-trainer model, and offering freely accessible resources, activities, and tools online.
- Providing a network of support for all participating librarians which will be sustained through ongoing email newsletters and webinars.

As quoted from one of our original partners from the pilot in 2016-17, *"I'm super excited to have learned so much, because it just helps me be better at my job, which helps the profession, which helps our community. I think the ripple effect will be long term, it's going to be great."*

Dissemination:
We are also committed to sharing the results of these trainings and evaluation with the broader library and museum community through conferences and publications. We have already begun to disseminate the results of the Toolkit's pilot through programs presented at the 2017 and 2018 California Library Association (CLA) annual conferences. We also have proposals in progress for the 2019 CLA conference and the 2020 Public Library Association (PLA) Annual Conference. In addition, we plan to share project results through additional national conferences, such as: ALSC Institute, NAEYC Annual Conference, Association of Children's Museums Conference, ARSL Annual Conference, the American Library Association, and others. Finally, we will also disseminate project information and results through academic and practitioner-focused journals, including *Children & Libraries, Public Library Quarterly, Journal of Library and Information Science, Journal of Museum Education*, and other early education-focused journals.

Many components of this project will maintain an online presence, even beyond the scope of the proposed timeline. The Toolkit resources already have their own dedicated website, and are encouraged to be shared via libraries' social media networks. [Webinar trainings](#) have been recorded and archived. As part of this project and with the help of the advisory board, we will continue to plan various dissemination strategies.

YEAR 1—2019-2020 *(Test Toolkit in 12 diverse libraries; pilot tools to gather usage data among patrons)*	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Training for Library Staff												
I. Work with representatives in CA, AZ, WI, and KY to organize one half-day training for up to 50 diverse librarians in each state run by BADM.	X											
II. BADM runs one half-day workshop in CA, AZ, WI, and KY for up to 50 librarians per state.		X										
III. Create and disseminate an RFP to select 12 libraries that commit to testing the Toolkit for 6 months.			X	X								
IV. Librarians in those 12 libraries test the Toolkit for 6-months.					X	X	X	X	X	X		
Evaluation												
I. Conduct surveys/interviews with 12 libraries to test Toolkit.					X	X	X	X	X	X		
II. Survey California library staff (5) who have been using the Toolkit prior to this project.					X	X	X	X	X	X		
III. Disseminate family survey for piloting in CA					X	X	X	X	X	X		
IV. Analyze results of data collected from 12 libraries.											X	X
Community Engagement/ Dissemination												
I. Present at CLA conference		X										
II. Send bi-weekly emails with tips on implementing the Toolkit and resources for librarians testing the Toolkit.					X	X	X	X	X	X		
III. Run synchronous online meeting (Zoom) with contacts at 4 state libraries to help inform train the trainer program											X	X
IV. Submit proposals to local (CA) and national conferences (ie. CLA, ALA, PLA, etc.)							X	X	X	X	X	
Toolkit Refinement												
I. Begin revisions on Toolkit based on data gathered.												X

YEAR 2—2020-2021 *(Complete Toolkit refinement; Launch Train the Trainer program with 6 new states; refine surveys to patrons)*	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Toolkit Refinement												
I.　Refine Toolkit based on feedback from the 6-month testing period in Year 1 and data from the evaluator	X	X	X									
II.　Make any necessary changes to the Toolkit's online resources available on BADM's website	X	X	X									
III.　Translate the Toolkit into additional languages if the need was identified during the 6-month testing period		X	X									
Create and Implement Train the Trainer												
I.　Design train-the-trainer workshop and expectations for trainers		X	X									
II.　Create and disseminate an RFP to select 6 new partner states for Year 2		X	X									
IV.　Hold two-day train-the-trainer workshop in Sausalito, CA for 20 attendees (2 librarians from each Year 1 and Year 2 State Library/Network)				X								
V.　Trainers from each State Library/Network will run a minimum of 3 trainings, reaching at least 60 library staff (trainees) back in their states					X	X	X	X	X			
Community Engagement/Dissemination												
I.　Send monthly emails to trainees (opt-in) with tips on implementing the Toolkit and resources for librarians.						X	X	X	X	X	X	X
II.　Run synchronous online meeting (Zoom) with contacts at 4 state libraries to help inform train the trainer program	X	X	X									
III.　Conduct synchronous online meetings (Zoom) for trainers to share their experiences about workshops in their home states.					X	X	X	X	X			
IV.　Conduct synchronous online meetings (Zoom) to help inform modifications to train the trainer program.										X	X	X
Evaluation												
I.　Assess the Toolkit's use in Year 1 states, through surveys and interviews				X	X	X	X	X	X			
II.　Provide revised family survey to trainees and collect data on usage				X	X	X	X	X	X			
III.　Assess the train-the-trainer model in Year 2 states with both trainers and trainees across 10 states through surveys and interviews.				X	X	X	X	X	X			
IV.　Analyze data to inform Year 3										X	X	X

YEAR 3—2021-2022 *(Refine train-the-trainer model and workshop, and run second workshop for 8 new state partners)*	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Refine and Deliver Train-the-Trainer for Library Staff												
II. Based on the feedback and data collected during Year 2, refine the train-the-trainer model, workshop, and expectations	X											
III. Create and disseminate an RFP to select 8 new State Library/alternative library networks		X										
IV. Hold two-day train-the-trainer workshop in Sausalito, CA for 16 attendees (2 librarians from each Year 3 State Library/Network)			X									
V. Trainers from each State Library/Network will run a minimum of 3 trainings, reaching at least 60 library staff (trainees) back in their states				X	X	X	X	X	X			
Community Engagement/ Dissemination												
I. Send monthly emails to trainees (opt-in) with tips on implementing the Toolkit and resources for librarians.	X	X	X	X	X	X	X	X	X	X	X	X
II. Conduct synchronous online meetings (Zoom) for trainers to share their experiences regarding workshops in their home states. Year 1 and 2 trainers mentor Year 3 trainers.	X	X	X	X	X	X	X	X	X	X	X	X
Evaluation												
I. Assess the revised train-the-trainer program by surveying both trainers and trainees from the 8 new states.				X	X	X	X	X	X			
II. Assess the impact of the Toolkit on community members through visits to 6 library sites to interview families.							X	X	X			
III. Provide revised family survey to trainees and collect data on usage				X	X	X	X	X	X			
IV. Survey all participants across the project.										X	X	
V. Analyze data and write final report										X	X	X

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (e.g., 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. 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

All applications must include a Digital Product Form.

☐   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.

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.

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.

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 the format(s) you will use.

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.

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).

B. Workflow and Asset Maintenance/Preservation

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

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).

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).

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

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).

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).

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.

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?

IMLS-CLR-F-0032