

Supercharged Storytimes for All

OCLC respectfully requests \$249,969 to design and deliver *Supercharged Storytimes for All* in partnership with its project collaborators, the Public Library Association (PLA) and early literacy expert Saroj Ghoting. *Supercharged Storytimes for All* creates a free and openly accessible training for library trainers, storytime practitioners and staff facilitators that builds on OCLC's successful [Supercharged Storytimes pilot project](#). As a result, more storytime practitioners across the US will learn how to intentionally apply research-based concepts that promote literacy outcomes in young children.

Stories and reading are key to early childhood literacy development, and effective, research-guided storytimes make a difference in kids' lives. New research demonstrates that reading books with babies and young children boosts vocabulary and reading skills *four years later*.¹ Storytime programs that are delivered with an intentional focus on key literacy concepts augment their impact and help ensure that kids are ready for elementary school and beyond. Libraries are in a unique position to connect with children and their families, and skillful storytime practitioners are key to the role libraries play as anchor institutions within a broader community learning infrastructure. As libraries continue to innovate their services and collections to meet emerging community needs, storytime has proven to be a program that perennially transforms young lives.

The overall goal of this project is to provide free and widely available training for library practitioners on how to intentionally apply research-based practices to boost early literacy in young children attending library storytimes. OCLC will do this by engaging its WebJunction program to (1) update and expand the breadth of the original Supercharged Storytimes pilot curriculum; (2) train up to 20 online trainers from six to eight state library agencies and regional networks to teach the new curriculum; (3) create a free self-paced online course for self-directed library practitioners to access; and (4) train up to 100 library staff facilitators to guide peer-learning groups of storytime providers in their libraries through the online course reaching approximately 1,600 practitioners. The new *Supercharged Storytimes for All* curriculum will incorporate new and relevant resources into the original pilot curriculum in these ways:

- Cover breadth of all eight fundamental literacy concepts developed by [Project VIEWS2](#)²
- Revise the Supercharged Storytimes pilot project curriculum with [Saroj Ghoting](#) to bring it into alignment with existing library training that educates parents and caregivers on their role in supporting early literacy, e.g., Every Child Ready to Read³
- In collaboration with PLA, add an introduction to [Project Outcome](#) methods and tools for measuring performance and impact of programming and services so that libraries have data needed to improve their programs, build their confidence in the outcomes of their storytimes, and be better equipped to articulate to stakeholders how their storytime programming contributes to advancing early literacy in their communities.
- Incorporate resources on community outreach and family engagement with support from project advisors from the [Campaign for Grade-Level Reading](#).

After completing a Supercharged Storytimes training, practitioners will be able to plan their storytimes using research-based early literacy techniques to amplify their storytimes' impact: The children they reach will have high-quality early learning opportunities, and their families and caregivers will know how to reinforce at home what their storytime practitioner is using at the library. Practitioners will also be equipped with practical approaches to community outreach, family engagement and program evaluation tools.

¹ American Academy of Pediatrics. "Reading with children starting in infancy gives lasting literacy boost: Shared book-reading that begins soon after birth may translate into higher language and vocabulary skills before elementary school." *ScienceDaily* (accessed May 25, 2017).

² These are: alphabetic knowledge, phonological awareness, communication, comprehension, language use, print concepts, vocabulary and writing concepts.

³ *Supercharged Storytimes: An Early Literacy Planning and Assessment Guide* (K. Campana, J.E. Mills and S. Ghoting, 2016).

Supercharged Storytimes for All

OCLC respectfully requests \$249,969 to design and deliver *Supercharged Storytimes for All* in partnership with its project collaborators, the Public Library Association (PLA) and early literacy expert Saroj Ghoting. The project will create a multi-channel, free, and openly accessible training program for library trainers, storytime practitioners and staff learning facilitators that builds on OCLC's successful [Supercharged Storytimes pilot project](#). As a result of *Supercharged Storytimes for All*, more storytime practitioners across the US will learn how to intentionally incorporate eight research-based concepts that promote literacy outcomes in young children, reach more children from diverse backgrounds, and effectively engage caregivers to reinforce at home what their storytime practitioner is doing at the library.

1. Statement of Need: Strong Storytimes Matter

From the first months of our lives, stories help us make sense of the world around us. When infants and toddlers hear words and stories, their growing brains are making foundational neural connections that they'll use for communication and learning through their entire lives. Stories and reading are key to early childhood literacy development, and effective, research-guided storytimes make a difference in kids' lives: New research demonstrates that reading books with babies and young children boosts vocabulary and reading skills *four years later*. Storytime programs that are delivered with an intentional focus on key literacy concepts augment the impact and help ensure that kids are ready for elementary school.¹

This school readiness is vitally important. National statistics show that kids who start school behind the curve are not likely to catch up, which profoundly affects their ability to receive an adequate education or achieve success in life. According to the Campaign for Grade-Level Reading, about 67 percent of children nationwide are not proficient readers by the end of third grade – and more than 80 percent of those are from low-income families. “This has significant and long-term consequences, not only for each of those children but for their communities, and for our nation as a whole... Far fewer of the next generation will be prepared to succeed in a global economy, participate in higher education, or enter military and civilian service.”²

Libraries as anchors of early learning

Solutions to the astonishingly wide variance in school readiness among children are needed. Too few kids have access to high-quality prekindergarten or daycare. Libraries are in a unique position to connect with children and their families, and skillful storytime practitioners are key to the role libraries play as anchor institutions within a broader community learning infrastructure. Public libraries, free and open to all, are a trusted, reliable source of lifelong learning. And as the results from [this Pew study](#)³ show, parents in America overwhelmingly see public libraries as supporting early literacy for their children: Libraries are safe places that instill a love of books and reading, and they provide information and resources not available at home. According to recent statistics, public libraries offered 2.4 million programs for our country's youngest learners; storytime and other children's programs make up nearly 60 percent of all US library programming.⁴ As libraries continue to innovate their services and collections to meet emerging

¹ American Academy of Pediatrics. "Reading with children starting in infancy gives lasting literacy boost: Shared book-reading that begins soon after birth may translate into higher language and vocabulary skills before elementary school." *ScienceDaily* (accessed May 25, 2017).

² <http://gradelevelreading.net/about-us/from-the-managing-director>

³ See <http://libraries.pewinternet.org/2013/05/01/parents-children-libraries-and-reading/>

⁴ *Public Libraries in the United States Survey*. Fiscal Year 2012. (published December 2014)

community needs and the changing information landscape, storytime has proven to be an evergreen program that continues to transform young lives.

Until recently, however, beyond attendance numbers and the gathered perceptions of parents and caregivers, the impact of early childhood programs had not been fully assessed. The burning question was, “How do we know we are making a difference?” In response to this question, the IMLS-supported Project [VIEWS2](#) explored early literacy outcomes for children attending storytime programs, and demonstrated that not only do *storytimes matter*, but when storytime practitioners intentionally focus on eight foundational concepts that build early literacy skills, storytimes are measurably more effective.⁵

Opportunity to build on research, pilot and new tools

Inspired by the results of Project VIEWS2’s work, in 2014 OCLC received IMLS funding to translate that research into practice to benefit both public libraries and the communities they serve. In collaboration with Project VIEWS2 researchers and the Washington State Library, OCLC’s WebJunction team devised and piloted an online orientation program and training curriculum, Supercharged Storytimes, based on the then-available body of knowledge. In its pilot, Supercharged Storytimes was completed by 550 practitioners in six states. Since the end of the pilot, state library agencies and regional networks have expressed interest in offering Supercharged Storytimes training to their constituent libraries, as have many individual libraries and practitioners that would not be reached by formal state or regional training programs. This emergence of new resources and expressed interest among libraries provide an excellent opportunity to expand both the pilot curriculum and the training delivery channels.

The expanded curriculum, Supercharged Storytimes for All, will incorporate learning from the pilot program as well as new relevant resources. It will expand and reinforce training on all eight VIEWS2 literacy concepts (alphabetic knowledge, phonological awareness, communication, comprehension, language use, print concepts, vocabulary, writing concepts). WebJunction will work with early literacy expert [Saroj Ghoting](#) on the curriculum so it complements and aligns with existing library training that educates parents and caregivers about their role in supporting early literacy, e.g., Every Child Ready to Read (ECRR2).⁶ Since the pilot was implemented, PLA has launched its [Project Outcome](#) surveys and toolkit for measuring performance and capturing the community impact of programming and services. An introduction to effective use of these resources will be added to the curriculum, so that libraries will have the data needed to improve the programs they offer, build their staff’s confidence in the outcomes of their storytimes and be better equipped to articulate to stakeholders how their storytime programming contributes to advancing early literacy in their communities. Finally, much has been done in the field of early literacy regarding early literacy community outreach, and WebJunction will look to project advisors from the Campaign for Grade-Level Reading to inform expansion of this part of the curriculum. The project may also adapt [existing resources](#) from WebJunction, including its successful [Spanish-Language Outreach program](#).

2. Project Design

The overall goal of this project is to provide free and widely available training for library storytime practitioners on how to intentionally apply research-based practices to boost early literacy in young

⁵ University of Washington, in partnership with the Washington Early Learning Public Library Partnership (ELPLP), WSL, and the Washington Foundation for Early Learning (now called Thrive), conducted the IMLS-funded research project VIEWS (Valuable Initiatives in Early Literacy that Work Successfully) and VIEWS2.

⁶ *Supercharged Storytimes: An Early Literacy Planning and Assessment Guide* (K. Campana, J.E. Mills and S. Ghoting, 2016).

children attending library storytimes. OCLC will do this by engaging its WebJunction program to (1) update and expand the breadth of the curriculum; (2) train up to 20 online trainers from six to eight state library agencies and regional networks to teach the new curriculum; (3) create a free self-paced online course for self-directed storytime practitioners to access; and (4) train up to 100 library staff how to serve as a facilitator for storytime practitioners in their library who use the online course for group learning; altogether training approximately 1,600 storytime practitioners.

Outcomes

After completing a Supercharged Storytimes for All training, practitioners will be able to plan their storytimes using research-based early literacy techniques. These techniques augment storytimes’ impact: The children they reach will have high-quality early learning opportunities, and their families and caregivers will know how to reinforce at home what their storytime practitioner is using at the library. Practitioners will also be equipped with practical approaches to community outreach, family engagement and program evaluation tools. This project will lead to the measurable outcomes and outputs below.

Project audience	Measurable outcome	Output and channel of delivery
Storytime practitioners	Storytime practitioners: <ul style="list-style-type: none"> - understand how to apply research-based practices in their storytimes that promote early literacy skills - are prepared to engage underserved children and families - have increased understanding of the impact of storytime and the importance of the library’s role in building early literacy skills - understand how to use Project Outcome program evaluation tools and methods to measure and articulate the impact of their programming 	<ul style="list-style-type: none"> - Online or blended training program delivered by their state or regional agency - Locally facilitated group learning using the online self-paced course - Online self-paced course
State and regional trainers (up to 20)	Trainers working with state library agencies or regional library networks <ul style="list-style-type: none"> - are prepared to effectively teach Supercharged Storytimes for All - can articulate alignment with early literacy behaviors and track outcomes, using Project Outcome tools 	Six-week online, instructor-led program to prepare experienced trainers to deliver online or blended-format Supercharged Storytimes for All training
Library staff and trainers (up to 100)	Library staff are prepared to facilitate supportive peer-learning groups of practitioners in their libraries or systems to learn and implement Supercharged Storytimes for All’s early literacy practices	Four-week online, instructor-led, training on how to facilitate in-person group learning at local libraries using the self-paced Supercharged Storytimes for All course

Project deliverables, activities and timeline

The main activities for this project will expand the Supercharged Storytimes pilot curriculum and develop three new sustainable delivery channels to reach the widest possible practitioner audience. This project has four primary deliverables, listed below.

DELIVERABLE 1: Expanded and updated curriculum, Supercharged Storytimes for All
(December 2017–March 2018)

WebJunction will expand and update the existing Supercharged Storytimes pilot curriculum⁷ to

1. cover all eight of the VIEWS2 foundational early literacy concepts (alphabetic knowledge, phonological awareness, communication, comprehension, language use, print concepts, vocabulary, writing concepts);
2. incorporate further content on educating parents and caregivers about their role in supporting early literacy to complement and build on ECRR2;
3. provide storytime practitioners with information and resources on cultural competency and practical tools for community outreach to meet those in their communities with the highest needs, especially low-income families;
4. introduce Project Outcome program evaluation tools and methods to improve the measurability of the impact of Supercharged Storytimes on children.

This deliverable will be completed by the WebJunction project team, Project Outcome staff from PLA, and Saroj Ghoting, with the Campaign for Grade-Level Reading as advisor.

DELIVERABLE 2: “Train-the-trainer” course for state agency and regional network trainers and consultants (November 2017–June 2018)

WebJunction, along with Saroj Ghoting and Project Outcome staff, will create and deliver a free, fully online six-week train-the-trainer course based on the expanded curriculum and consisting of a highly interactive combination of live sessions, threaded discussion, media content and assigned activities. The course will prepare state and regional system trainers experienced in online training to deliver online or blended-format Supercharged Storytimes for All training to practitioners through their statewide or regional library networks.

1. Six to eight state library agencies or regional networks will be selected, each of which will recommend 2-4 experienced trainers, from which 20 trainers will be selected. Two state libraries (Minnesota and New York) and the Southeast Florida Library Information Network (SEFLIN) have already committed to participating. Up to five additional states or regions will be selected to participate based on selection criteria including regional and demographic diversity, capacity and experience in delivering online training, and extent of need for this training. Selection criteria will be defined with input from project collaborators and the Campaign for Grade-Level Reading.

⁷ The pilot curriculum is included as *Supplementaldoc5.pdf* in the grant application materials

2. The curriculum and all learning materials developed for this training (such as slides, handouts and trainer scripts) will be made freely downloadable to be adapted and used by other experienced trainers or library training organizations.
3. Participating trainers will be asked to implement and provide feedback on the curriculum, which will be updated in response to input received.

This deliverable will be completed with input from state library agency participants, SEFLIN and the Campaign for Grade-Level Reading.

DELIVERABLE 3: Self-paced online course (*development July–September 2018; launch October 2018*)

The WebJunction project team will adapt the Supercharged Storytimes for All curriculum into an online self-paced course that can be accessed anytime by any library practitioner for free. This course will be made for storytime practitioners who don't have access to an instructor-led training, or who like to work through material at their own pace. Library staff at small and rural libraries who have little time to attend training may find this mode of delivery particularly useful. This course will include a learning assessment and certificate of completion for staff and volunteers who are looking to fulfill continuing education (CEU) requirements.

DELIVERABLE 4: Library staff facilitator training program (*September–November 2018*)

Libraries with limited time/funds available for professional trainers can use the self-paced course (Deliverable 3) as the basis for a facilitated group learning program at their library. Through a four-week-long online training program, WebJunction will prepare up to 100 library staff to act as learning facilitators, guiding their peers through the training. The training will use live video interaction, online discussion, media content and written resources, including a dedicated facilitation guide.

1. With input from Saroj Ghoting, WebJunction's learning community manager and online trainer will create training that teaches the principles and practices of group learning facilitation, and how to apply them to guide peers taking the self-paced Supercharged Storytimes for All course together as a group.
2. To recruit and select up to 100 participants, the course will be widely announced and promoted through OCLC's and WebJunction's communication channels. PLA, the participating state agencies and regional networks; COSLA will also be asked to help promote this free learning opportunity. Project staff will select participants who meet a set of minimum application criteria (e.g., general facilitation experience; motivation for participation). Special attention will be paid to geographical and demographical distribution of participants' libraries, for example, to ensure that those serving small/rural communities are proportionate with those in (sub)urban locations.
3. A learning group facilitation guide developed for this training will be made freely available.
4. Participants' readiness to facilitate learning will be evaluated via select interviews and a survey.

DELIVERABLE 5: Evaluation (*November 2017–April 2019*) This project draws on already-developed evaluation frameworks and instruments to assess learning outcomes that OCLC used in the original Supercharged Storytimes pilot. See the document *Supercharged Storytimes_Research Instruments_March*

2016⁸ for the research instruments used for that project; the final evaluation report is also included in the supplemental documents. The evaluation strategy and plan will be reviewed and validated by a third-party evaluator; WebJunction project staff will consult with this evaluator on designing/revising the project's research instruments. Below is an outline of the project components that will be evaluated.

1. Expanded curriculum. *Trainers* participating in the train-the-trainer course (Deliverable 2) will be asked to provide feedback on the quality and execution of the expanded Supercharged Storytimes for All curriculum, and report back any customizations or additional content they create (February–March 2019).

2. Train-the-trainer program. Participating *trainers* will be asked to assess their level of understanding and confidence to teach the Supercharged curriculum based on the training they receive (June–August 2018); participating state agencies and regional networks will be asked to report back the total numbers of trainings and storytime practitioners trained, and training delivery methods used (February–April 2019).

3. Online self-paced course. *Learners* using the self-paced course will be required to complete a learning assessment upon completion of the course; a subset of these learners will be requested to complete a follow-up evaluation to assess the impact of their learning on their storytime programs (January–April 2019).

4. Library staff facilitator training program. *Facilitators* will be asked to complete a learning assessment after they complete the training and also after they facilitate at least one local learning group. The facilitators will be provided with a course evaluation form to solicit feedback about the facilitated and group learning format. (December 2018–April 2019).

Ultimately, *Supercharged Storytimes for All* aims to help libraries increase literacy among young learners in their communities. Project VIEWS2 has demonstrated how the concepts and methods used in storytime have a measurable impact on early literacy. By introducing Project Outcome tools, practitioners who complete the Supercharged Storytimes for All training will have the means to measure their program outcomes and impact.

Project team and subject matter experts

As lead applicant, OCLC will serve as the project manager and grant administrator to ensure successful completion of the project. OCLC has managed a number of implementation, evaluation and planning projects at the national scale and in partnership with state libraries and community partners, primarily through its WebJunction program. WebJunction is known for its successful projects that feature dynamic learning and effective peer exchange and support. It will draw on its existing staff as well as resources created and expertise gained during the Supercharged Storytimes pilot project and other projects mentioned earlier in this narrative.

Toward the successful completion of the project deliverables, OCLC will:

- lead curriculum design and delivery of all online training, produce the self-paced course and host the self-paced course developed during this project;

⁸ Included as *Supplementaldoc6.pdf* in the grant application materials; the final evaluation is included as *Supplementaldoc7.pdf*.

- ensure effective coordination among project staff, collaborators, advisors, consultants, and participating libraries and library networks;
- create and implement a communications and dissemination plan to share project resources and results broadly with the library field through WebJunction, other OCLC channels, national speaking opportunities and with COSLA to broadcast through its network of state library agencies;
- lead planning and execution of evaluation, compile and publish relevant evaluation findings;
- serve as grant and project manager, contract with and manage consultants, develop final deliverables and manage communications with IMLS.

Through collaboration with Emily Plagman, project manager of Project Outcome, PLA will:

- work with OCLC to develop instruction on how to use Project Outcome to measure the impact of Supercharged Storytimes for All on children;
- present this instruction during the train-the-trainer course;
- co-present a WebJunction webinar.

Saroj Ghoting will:

- apply early learning expertise toward expansion and update of the Supercharged Storytimes for All curriculum;
- advise on the development of the train-the-trainer program;
- serve as subject matter expert and deliver live online instruction for parts of the train-the-trainer and facilitator training programs.

The project team will draw on subject matter expertise and advice from Ron Fairchild, Senior Consultant with the [Campaign for Grade-Level Reading](#), and the continuing education coordinators and directors at supporting state libraries, including Carol Ann Desch, Coordinator of Statewide Library Services and Director of Library Development, New York State Library; Sharon B. Phillips, Library Development Specialist 1, Coordinator of Summer Reading at New York Libraries and Ready to Read at New York Libraries programs; Jennifer Nelson, State Librarian and Director, Minnesota State Library; and Jennifer Pratt, Executive Director, SEFLIN. Letters of commitment and support from these project collaborators and advisors are included with this application.

OCLC will select a third-party evaluation consultant to review and validate the project evaluation strategy and plan, and provide consultation on revising research instruments for the project. The evaluator will be an active collaborator with the team and will be identified through an RFP process intended to select a candidate who meets cost and quality requirements (5 days).

Personnel

WebJunction Director Sharon Streams will serve as the project director and oversee the successful completion of this project; Kendra Morgan, WebJunction Senior Program Manager, will provide grants administration. Key members of the WebJunction project team are

- Betha Gutsche, Program Manager, who will manage the project toward the completion of all deliverables, provide instructional design and training, and inform the learning assessments that will be embedded into the training curriculum (.75 FTE)
- TBD, Project Coordinator, who will coordinate the project schedule, team and logistics (.75 FTE)
- Kathleen Gesinger, Learning Community Manager, who will manage the learning community and self-paced course activities (.35 FTE)
- Jennifer Peterson, Community Manager, who will implement a communications plan to ensure national promotion of the training and dissemination of project results (.10 FTE)

Time

OCLC proposes to deliver this project between November 2017 and April 2019. The **Schedule of Completion** provides a snapshot of all project activities on the proposed timeline. Partially allocated staff have the capacity and expertise to take on the defined activities in the proposed timeframe.

Budget

The amount of \$249,969 requested in the project budget is primarily allocated to staff and consulting hours for project coordination and curriculum design. OCLC will contribute an additional \$74,706 in cost share toward the rest of the WebJunction project staff hours and the learning platform (Moodle). Additional line items cover evaluation and travel support for presenting project results at a national conference. Total project costs are \$324,675. OCLC is committed to the completion of these deliverables and believes that the budget is both necessary and sufficient to complete the planned activities tasks as described.

Communications and dissemination plan

OCLC will ensure that project results and resources are shared with the field nationally by working with the project collaborators to draw up and implement a communications plan that will amplify the reach and impact of the project in ways such as the following:

- Publication of all project content on the WebJunction website, which has more than 300,000 unique individuals visiting the site each year. This publication extends the life of the program beyond both the training programs and the length of the overall project.
- Free, publicly available webinar promoting the self-paced course, project outcomes and Project Outcome program evaluation resources.
- Promotion of all relevant project content in WebJunction's twice-monthly e-newsletter that reaches 24,000 subscribers. Promotion of calls for participants through collaborators' channels, including PLA and Project Outcome websites, Campaign for Grade-Level Reading channels and Saroj Ghoting's network.
- Further ongoing promotion on WebJunction's, PLA's, and Project Outcome's main social media platforms (including Facebook, Twitter and LinkedIn).
- Proposals to disseminate project findings at a national professional conference (e.g., ALA annual and midwinter conferences; PLA annual conference).
- The trainers and facilitators trained by this project will also spread the reach and use of Supercharged Storytimes for All through their follow-on training activities.

Assumptions and risks

This project assumes that the train-the-trainer approach will be an appealing option for states and regions; trained Supercharged Storytimes trainers will have effective reach across their states or regions and will be in the strongest position to coordinate and sustain the training of their practitioners. However, for states or regions that are unable to allocate resources for a trainer-led Supercharged Storytimes for All course, the in-house facilitated learning groups will be an excellent and affordable approach; the self-paced course will provide another effective avenue for library staff to learn independently and at no cost to their library.

A further assumption is that there will be at least six states or regions ready to learn how to successfully implement an online or blended Supercharged Storytimes for All training, and that there will be up to 100 individual library staff ready to learn to facilitate Supercharged Storytimes in their libraries. To account for the risks involved here, OCLC will work with the project collaborators, advisors (see *Project team and subject matter experts* section above) and COSLA to promote the training opportunities. Also, two states and one region have already indicated their commitment to participating in this project.

3. Diversity Plan

This project aims to make storytime services available to all members of libraries’ communities, including underserved communities, for example, low-income families that may not be accessing what their local library has to offer. For this reason, the Supercharged Storytimes for All curriculum will address practical approaches to community outreach and family engagement. OCLC will draw on the expertise of the Campaign for Grade-Level Reading to enrich the curriculum in this area. Additional content for this may also be adapted from existing resources from WebJunction projects such as the [Spanish-Language Outreach](#) program.

4. National Impact

OCLC anticipates that approximately 1,600 storytime practitioners all over the US will learn to implement the approaches offered in Supercharged Storytimes for All over the course of this 18-month project.

Deliverable	Average # participants	Total # participants
Deliverable 2 – Train-the-trainer program	100 per organization	800
Deliverable 3 – Facilitator training program	5 practitioners per facilitator	500
Deliverable 4 – Online self-paced course	50 learners per month for 6 months	300
Total practitioners trained		Up to 1,600

The multi-channel and open access nature of this project will allow the training to continue to ripple outward to more libraries well after the end of the project itself.

Supercharged Storytimes for All will lead to the following outcomes:

1. *Library practitioners* will grow their knowledge, awareness and skills to amplify the impact of their library storytimes. By connecting their techniques to VIEWS2 research, practitioners can deliberately incorporate early literacy concepts into their storytime programs and can help increase awareness among library administrators, parents/caregivers and other stakeholders that library storytimes are programs worth building and sustaining to meet an essential learning need in the

community. Practitioners will also be better equipped to engage underserved children and families in their communities; and they will be oriented to, and confident in, using Project Outcome program evaluation tools and methods to measure and articulate the impact of their programming.

2. *State and regional network trainers and consultants* will offer Supercharged Storytimes for All training statewide or regionally through online or blended formats that can reach libraries of any size or location.
3. *Library staff facilitators* will facilitate supportive peer-learning groups of practitioners in their libraries or systems as they learn Supercharged Storytimes for All's early literacy practices together.

Sustainability

At the completion of the project, the self-paced course and all relevant project resources and results from the evaluation will be published on the WebJunction website, where they will continue to be available to all for free through self-directed discovery. The training programs will be free and downloadable so that they can be adapted and used by other experienced trainers or library training organizations on their own learning platforms. Program participants, as well as non-participating practitioners in all states, and any other stakeholders who may be interested, will benefit from continued access to these resources, ensuring that the project will serve the greater library community beyond its formal end date.

Articles and news content created by WebJunction will be under a Creative Commons Attribution-Non-Commercial-ShareAlike 4.0 license, which allows for sharing and distribution with attribution.

Our project partners, advisors, and state and regional supporters have enthusiastically joined together on this proposal to support library staff as they learn to intentionally implement research-based methods to improve the effectiveness of their early literacy programs. OCLC is grateful for the opportunity to propose this project, and we look forward to your review.

Year 2: November 2018 - April 2019

Tasks

Nov Dec Jan Feb Mar Apr

Expand Supercharged Storytimes curriculum						
Incorporate feedback into revised curriculum				■	■	
Create and deliver the train-the-trainer course						
Incorporate feedback into revised curriculum				■	■	
Develop a self-paced online Supercharged Storytimes course						
Launch and publicize availability of course	■	■				
Create and deliver a facilitator training (FT) course						
Publicize opportunity and enroll participants	■					
Deliver facilitator training	■					
Incorporate feedback into revised curriculum				■	■	
Communications and sustainability						
Disseminate and publicize project results	■	■	■	■	■	■
Evaluation						
Train-the-trainer evaluation				■	■	■
Facilitator training evaluation		■	■	■	■	■
Self-paced learning assessment				■	■	■

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

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 content created for this program will be assigned Creative Commons licensing allowing for sharing and adapting with attribution.

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.

All content created by OCLC and its contractors for this program will be assigned Creative Commons licensing allowing for sharing and adapting with attribution.

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.

Program participants will generate content including, but not limited to; online discussion posts, project plans and designs and other works related to their participation. Participants will own copyright on the materials they produce, but will be required to assign a Non-Commercial-No Derivative, Creative Commons licensing at a minimum to insure that the material can be made publicly available.

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.

The online training materials will include:

- Tens of HTML pages of text and CC licensed images, discussion forums which will be archived in HTML format
- 12+ public and private webinars using the WebEx web conferencing system. Recordings of all webinars will be made available as standard MP4 videos for streaming or download.
- Many documents in MS Word, MS Excel, Adobe PDF and other formats, which will also be available for download.

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.

All content will be created by OCLC staff, partner organization staff, contracted consultants and program participants. Training pages will be created in WebJunction's Moodle learning management system. Live webinars will be initially delivered and converted to video recordings via WebEx. Content will also be created using Microsoft Office, Adobe Creative Suite and other standard content creation tools.

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).

HTML, JPG, GIF, MP4, MPEG, DOC, DOCX, XLS, XLSX, PDF, PPT, PPTX.
All image and video files will be created using the highest quality settings appropriate to their display size based on 96 ppi for screen or 300 dpi for print use.

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).

All created content will be reviewed and approved by the OCLC program staff and program partners as appropriate. An editor will review for style and grammar and technical staff will review for user experience issues.

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).

All content generated through the program and made public will eventually be stored in Adobe Experience Manager, the Web Content Management System used by OCLC to support oclc.org and webjunction.org. During the life of the program, content will also be stored in the Moodle Learning Management System used by WebJunction.

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).

n/a

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

n/a

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).

n/a

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).

All content will be openly available to the world online at www.webjunction.org, and learn.webjunction.org, and will be accessible using standard web browsers.

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.webjunction.org/>
<http://www.webjunction.org/explore-topics/smart-spaces.html>
<http://www.webjunction.org/explore-topics/geek-the-library.html>
<http://www.webjunction.org/explore-topics/supercharged-storytimes.html>
<http://www.webjunction.org/explore-topics/ehealth.html>
<http://www.webjunction.org/explore-topics/project-compass.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?