

THE WASH & LEARN INITIATIVE (WALI): Partnerships for Laundromats & Libraries

Libraries Without Borders (“LWB”), together with the Minnesota State Library, BiblioTech, the Enoch Pratt Free Library, and the Coin Laundry Association respectfully request \$248,200 to support a two-year project grant that will refine, assess, and scale partnership models between public libraries and laundromats. To date, the “Wash & Learn Initiative” (“WALI”) has enabled libraries to offer early childhood literacy, digital literacy and information access services (e.g. reference) inside laundromats. By meeting families where they are during the hours spent waiting at the laundromat every week, WALI makes library services accessible for low-income community members with demanding/erratic work schedules, for those who are unfamiliar with their local library, and/or for those who are unable to travel to it. Now in eight states, these initiatives exist in relative silos, with few opportunities to exchange case studies/best practices for managing partnerships with laundromats and tools/curricula for effective programming. Along with the aforementioned partners (“project team”), this grant will grow this partnership model to a national level that provides public libraries with the resources to offer WALI inside all 30,000+ US coin laundromats.

This project seeks to expand the capacity of libraries to develop tailored outreach initiatives that reach low-income populations. To reach this goal, the project team shall:

- **Produce a singular toolkit for any library in the country to use**, complete with case-studies from implemented initiatives about selecting laundromats and managing relationships with owners; MoU templates; implementation timeline templates; floor plans and customized furniture designs; vendor referrals/rates; and scripted activities and curriculum guides.
- **Evaluate programming across WALI locations** in order to understand how laundromat partnerships build the capacity of library systems and, as a result, affect the relationship between the community and the library and create additional methods of collaboration.
- **Iterate and improve the toolkit** by providing tailored WALI support for 5 new libraries in exchange for feedback and by convening an Advisory Committee from all WALI affiliates.
- **Share the toolkit and evaluation** through the Laundry & Literacy Coalition, regional conferences, and the Public Library Association.

This project grant will focus on three of the eight existing WALI libraries: Minnesota (State Library Services), Bexar County TX (BiblioTech), and the city of Baltimore, MD (the Enoch Pratt Free Library). In year 1, from July 2019 to July 2020, LWB will focus on designing the toolkit by drawing on existing resources and best practices, which include a [40 minute webinar](#), a baseline set of furniture and technology, and the first-ever evaluation on early childhood literacy in laundromats by Dr. Susan Neuman. In year 2, from July 2020 to July 2021, LWB will improve the toolkit by supporting 5 new libraries in implementing WALI and then gathering feedback on their experience. LWB will also draw on feedback from an Advisory Committee of 1 partners from all eight states, who will provide monthly reports on aspects of the toolkit. LWB will expand the “Laundry & Literacy Coalition,” launched by LWB in partnership with the Coin Laundry Association, a trade group, and Too Small to Fail, the early-literacy initiative of the Clinton Foundation. With over 70+ participating organizations, including the ALA, LakeShore Learning, and Scholastic, the Coalition has created a network primed for sharing such a toolkit. Throughout both year 1 and year 2, Dr. Martha Kyrillidou will engage in a formative and summative evaluation that examines the impact of WALI through awareness, adoption, and behavioral changes in library participation, the use of library electronic resources, the capacity and skillsets of outreach librarians, and the subsequent changes for local stakeholders, e.g. laundromat owners.

PART 1: NATIONAL OF NATIONAL NEED

Libraries Can Fill The Service Gap—By Working in the Laundromat

For urban and suburban libraries, the largest demographic of low-engagement library users is predominantly young (median age of 33), diverse (more Hispanic and African-American than average), and has a median income below \$30,000 a year. According to Pew, these individuals do not use the library because they are “young and restless,” moving from job to job or working one shift after another to support their children. Interestingly, the report summarizes, they all “tend to have positive views of libraries in general; at the moment, libraries just aren’t on their radar.”¹ For suburban and rural libraries, adults over the age of 65 and Hispanics represent the “hard-to-reach” demographic. These “hard-to-reach” individuals likewise have positive views of the library; they simply do not see how it is relevant to their lives.²

For these same “young and restless” or “hard-to-reach” families, laundry remains a non-negotiable, weekly priority even when libraries may be off the “radar” or not “relevant.” Like the “young and restless” demographic reflected in the Pew study, urban and weekend laundromats customers are younger, more diverse, and poorer than the average American. On weekdays and in rural/suburban areas, the laundromat sees a higher percentage of adults over age 65, the “hard-to-reach” demographic.

When taken together, the recurring time spent waiting in the laundromat—an average of two of a half hours—is a rare and valuable opportunity for increasing access to library programs and services. The impact is staggering: per year, the average size laundromat sees 954 families—as many as 2,000 unique people.³ Further, laundromats attract low-income families by design: to need a laundromat, customers either lack the capital to purchase a washer/dryer or their home cannot accommodate the space or utilities. One of the largest supply retailers, SpeedQueen, explicitly recommends that investors identify neighborhoods where over 35 percent are renters and where there is “a median income below \$35,000 a year.”⁴ 89 percent of laundromat customers travel less than one mile from their home, enabling libraries to target distinct, underserved neighborhoods.⁵

Barriers to Partnerships between Libraries and Laundromats

Yet many libraries struggle to use laundromats effectively. Unlike school, community center or HeadStart administrators, laundromat owners rarely see the logic or value-added of providing holistic educational services at their business. Many owners are afraid WALI will create more work and not yield a profit; they are concerned about security, especially for public use technology; or they are concerned that WALI will bring in non-paying customers and increase loitering. For decades, librarians have approached laundromat owners with mixed success. At best, the owner allows the library to use the business as a drop-off location for donated books. At worst, the owner dismisses the partnership outright. To remedy the concerns of owners and their implications on library partnerships, LWB formed the Laundry &

¹ Pew Research Center, March 2014. “From Distant Admirers to Library Lovers: A Typology of Public Library Engagement in America.” Page 68. Available at <http://libraries.pewinternet.org/201/03/13/typology>

² Ibid. 99

³ Brian Wallace, President of the Coin Laundry Association. The Laundry & Literacy Conference, 3/20/19.

⁴ Bove, Dan. “Why Invest in a Laundromat.” SpeedQueen Commercial. *American Coin-Op*. September 24, 2013. Available at: <https://speedqueencommercial.com/en-us/support/why-invest-in-a-laundromat>

⁵ “Key Statistics Laundromat Investors Should Know.” *Martin Ray*. Available at: <https://martinray.com/p-33942-key-statistics-laundromat-investors-should-know.html>

Literacy Coalition with the Coin Laundry Association, the national trade association for laundromat owners, and Too Small to Fail of the Clinton Foundation. Together, they sought to generate interest and appeal for library partnerships among owners, to galvanize philanthropic support from owners, and to provide technical assistance in creating educational partnerships, particularly around early childhood learning. The Coin Laundry Association developed the LaundryCares Foundation, a 501(c)3 charity, to bolster the role of laundromats as a space for learning within underserved communities.

Gaps in Existing Research (See Evaluation Addendums)

Research on learning in laundromats includes a recent study by Dr. Susan Neuman of NYU on early childhood literacy inside laundromats and two ongoing projects: a iterative study by Dr. Neuman in Chicago and a study on digital equity/inclusion in laundromats in Baltimore. Commissioned by the Laundry & Literacy Coalition, Dr. Neuman's research found a causal and significant link between the introduction of environmental changes (books, puppets, signs, literacy-related toys and games) and the amount of time spent on activities that support school readiness such as talking, reading, singing, writing, and playing. Indeed, these children were 30 times more likely to participate in such activities when at a laundromat with resources than at a regular laundromat. The impact was even greater when an early childhood librarian was present for regular visits of 85 minutes. Children had sustained engagement, with an average interaction lasting 45 minutes. Children read 4 books per session, and parents began to engage with the children, sometimes as observers and other times as active participants. Another, much larger study is currently seeking to reproduce and iterate these findings across 20 laundromats in Chicago. Meanwhile, LWB is working with the University of Baltimore to understand how laundromats may also serve as an access point for technology, digital literacy, and civic engagement. Researchers are examining the extent to which WALI reaches traditionally underserved community members and facilitates the acquisition of relevant digital skills, both for adults and children. This study is ongoing and will be completed in 2020.

Despite the breadth of ongoing and recently completed research, there is little research that examines the specific role of outreach to informal spaces on the institutional capacity of libraries themselves and on civic engagement. In Saint Paul, MN, and in suburban/rural Anoka, MN, for instance, the public libraries have seen WALI as a mutual exchange. Laundromat customers participate in story time activities and access technology while librarians gain experience working with a population where few people have used the library and where linguistic/cultural and transportation barriers are high. In Baltimore, the laundromat is a critical piece of the library's strategy on digital equity and inclusion, and in San Antonio (Bexar County), the laundromat owners have contributed more than \$5,000 in-kind in order to create a space that is conducive to community learning and library services. Despite these achievements, libraries, especially under-resourced and suburban/rural libraries, must manage and sometimes scale back their outreach programming due to the gap in research and understanding, especially for informal spaces like laundromats. Without a holistic understanding of the impact of outreach, libraries are prohibited from securing private and public funds to support outreach. This lack of data also perpetuates a narrative that outreach to small business and informal spaces may be risky, frivolous, or outside the mandate of the library. Dr. Martha Kyrillidou's evaluation will fill this gap and provide a critical step in bringing WALI to more libraries across the country.

PART 2A - PROJECT DESIGN: THE WASH AND LEARN INITIATIVE (WALI), TO DATE

Background and Overview

WALI provides a new 24/7 access point for communities, where libraries have engaged ~40 families per site per day who use the computers/tablets and books, as well as ~20 participants per workshop. Customers average 30 hours of online usage per week, especially on weekends and during hours when the nearest library is closed. LWB supports libraries in identifying laundromats and building relationships with laundromat owners; in creating evidence-based curricula in response to community needs; in engaging volunteers and facilitating training for volunteers; in developing administrative support mechanisms; and in aligning local efforts to more national strategies.

Key Personnel

Key personnel include Jen Nelson, Director of State Library Services, who will sub-grant to two libraries within her region: the Anoka County Library (Maggie Snow, Director of the Anoka County Library) and the Saint Paul Library (Pang Yang, Community Services Coordinator of the Saint Paul Library). Additional key personnel include Carlos Saucedo, Team Lead of Outreach EDU for BiblioTech; Kelli Shimambukuro, Chief of Programs and Outreach for the Enoch Pratt Free Library; Brian Wallace, CEO of the Coin Laundry Association; Kat Trujillo, Deputy Director of Libraries Without Borders; and Carly Wais, Technology & Social Justice Fellow at Libraries Without Borders. The other existing WALI programs include Allegheny County PA, New York City NY, Durham NC, Oakland CA, and Detroit MI. In addition to the key personnel, the Advisory Board will include Rachel Payne, Early Childhood Services Coordinator at the Brooklyn Public Library; Carrie Lane, Youth Services Coordinator for the Allegheny County Library Association; Laura Guevara, Co-Founder of Family Laundry in Oakland, CA; Crystal Jolly, Early Childhood Librarian at the Detroit Public Library; and Rachel Stine, Program Director for Book Harvest. The committee reflects the diversity of WALI beyond the project team and includes library representatives, laundromat owners, as well as local organizations that have supported WALI in partnership with their library.

WALI Libraries

This project grant will draw on the work of the project team in order to develop and disseminate this toolkit. Drawing on the diverse array of current programs and feedback from peer reviewers, LWB selected the three library systems in the project team to reflect a broad array that includes state, county, and city libraries; geographic, rural/urban, cultural, ethnic, and racial diversity; and a range of laundromats, from small units with local owners to large, corporate facilities and laundry “tycoons.” In total, the library partners coordinate the delivery of resources and programs in 8 laundromats: two in Minnesota, four in Baltimore, and two in Bexar County TX. Table 1, below, reflects the resources and programming already in place at the library systems of the project team, as well as questions regarding the size of the library, the characteristics of the laundromat, and the demographics of the population served. For a discussion of diversity among these locations, see Part Four (Diversity Plan). For reference, active owners are defined as those who contribute to the program, either through in-kind donations or staff support. Passive owners grant access to the space but are otherwise uninvolved. Each laundromat includes both permanent resources (books, public access computers/tablets, tables/chairs for recreation, etc.) and in-person programming by library staff, volunteers, and non-profit organizations. However, each system has customized the laundromat to the context of the community. It is also important to note which laundromats have full or part-time staff on-site and which have no personnel/attendants.

TABLE 1: The Libraries in the Project Team

	Saint Paul Public Library (MN State Library Services)	Anoka County Library (MN State Library Services)	BiblioTech	Enoch Pratt Free Library
	1 Laundromat	1 Laundromat	2 Laundromats	4 Laundromats
	Saint Paul MN	Anoka MN	Bexar County TX	Baltimore MD
What kind of library?	<ul style="list-style-type: none"> • Urban • 13 branches • 1 BookMobile • \$19 million in revenue • Primarily city-funded levy • Dedicated outreach staff 	<ul style="list-style-type: none"> • Suburban/Rural • 9 branches • No BookMobile • \$8 million in revenue • Primarily county-funded • No dedicated outreach staff 	<ul style="list-style-type: none"> • Urban/Suburban • 3 branches • No BookMobile • \$2 million in revenue • County-funded • Dedicated outreach staff 	<ul style="list-style-type: none"> • Urban • 21 branches • 2 BookMobiles • \$50 million in revenue • Primarily state-funded • No dedicated outreach staff
What kind of laundromat(s)?	<ul style="list-style-type: none"> • 1 laundromat staff on-site • Medium (20+ washers) • Active owner 	<ul style="list-style-type: none"> • No laundromat staff on-site • Medium (20+ washers) • Active owner 	<ul style="list-style-type: none"> • 1 laundromat staff on-site • Medium (20+ washers) • Passive owner <hr/> <ul style="list-style-type: none"> • 1 laundromat staff • Medium (20+ washers) • Passive owner 	<ul style="list-style-type: none"> • 2 laundromat staff on-site • Large (50+ washers) • Passive owner <hr/> <ul style="list-style-type: none"> • 3 laundromat staff on-site • Large (50+ washers) • Active owner <hr/> <ul style="list-style-type: none"> • 1 laundromat staff on-site • Large (50+ washers) • Active owner <hr/> <ul style="list-style-type: none"> • 1 laundromat staff on-site • Medium (20+ washers) • Active owner
What kind of programming?	<p>2-4 hours per week</p> <p>Early Childhood, Health Literacy</p>	<p>2 hours per week</p> <p>Digital Literacy, Health Literacy,</p>	<p>4 hours per week at each of the two locations</p> <p>Digital Literacy, Early Childhood</p>	<p>10 hours per week at two locations</p> <p>Digital Literacy, Early Childhood</p> <hr/> <p>No programming at two locations*</p> <p>Digital Literacy, Early Childhood</p>
What resources are permanently available at the laundromat?	<p>4 laptops, 2 desks, a WiFi connection, 4 chairs, bookshelves with free/donated books</p>	<p>2 laptops, 2 desks, a WiFi connection, 4 chairs, bookshelves with free/donated books</p>	<p>Both laundromats have 4 tablets, 2 desks, a WiFi connection, 4 chairs, bookshelves with free/donated books</p>	<ul style="list-style-type: none"> • All four laundromats have 3 tablets, 6 computers, 2 desks, a WiFi connection, 4 chairs, bookshelves with free/donated books

Who is in the laundromat?	<ul style="list-style-type: none"> • Young families with children • Majority Asian 	<ul style="list-style-type: none"> • Adults over 65 • Majority White 	<ul style="list-style-type: none"> • Middle-aged adults, Young families with children • Hispanic 	<ul style="list-style-type: none"> • Middle-aged adults, Young families with children • Majority African-American
				<ul style="list-style-type: none"> • Middle-aged adults, Adults over age 65, Young families with children • Majority African-American
			<ul style="list-style-type: none"> • Middle-aged adults, Young families with children • Majority African-American 	<ul style="list-style-type: none"> • Middle-aged adults, Adults over 65, Young families with children • Hispanic, African-American, & White
				<ul style="list-style-type: none"> • Middle-aged adults, Young families with children • Hispanic, African-American

* Two Baltimore locations have no programming in order to serve as controls for a study on digital equity by the University of Baltimore.

The Laundromat Curriculum

LWB collaborates with WALI libraries to select curricula based on the specific needs/demographics of the community and the capacity of the library. Weekly workshops at the laundromat have primarily focused on early childhood literacy (story-time, songs, fingerplays, and parent-engagement activities) and digital literacy (reference, skill-building, NorthStar and Peer2Peer learning classes), with a growing portfolio of activities to foster health literacy and financial literacy. In Anoka, MN, for instance, the library began by focusing on reference interviews at the laundromat to serve the population of adults over 65 who frequent the space, whereas in Saint Paul, MN, librarians centered on story-time due to the high volume of children. In Baltimore and Bexar County (San Antonio), programming focuses on digital inclusion by providing on-site assistance for laundromat customers through the public access computers. Some curricula, like Too Small to Fail’s “Wash Time is Talk Time” campaign, provide laundromat-specific tips, like using sock puppets or playing “I-Spy” with the colors of the laundry. Other curricula, like NorthStar, are drawn directly from the existing resources and programs at the library. In some instances, LWB and the library collaborate to design user-friendly interfaces for the laptops and tablets that are catered to individuals with low digital literacy skills.

The Laundry & Literacy Coalition

In 2017, LWB co-created the “Laundry & Literacy Coalition” in partnership with Too Small to Fail of the Clinton Foundation and the Coin Laundry Association. Through the Coalition and its members, this group seeks to create national resources and networks to support the transformation of laundromats into spaces for early childhood literacy and family engagement. The Coalition launched the first-ever “Laundry & Literacy Summit” in March 2018, which brought together libraries, researchers, national literacy organizations, corporations, and private foundations. Summit participants brainstormed ideas for potential strategies, resources, and programs, developing the first national framework for laundromat education and delivering a clear call-to-action. In March of 2019, the Coalition hosted yet another Summit—now with over 100 people represented—and including keynote speakers Chelsea Clinton, Dana Suskind

(University of Chicago), and Ralph Smith (Campaign for Grade Level Reading). The Coalition has also commissioned two independent evaluations from Dr. Susan Neuman to examine the role of books, signage, and early childhood librarians at the laundromat on the behavior of customers. The first study was published in March 2019, with another larger and more iterative study currently ongoing in Chicago.

Despite its growth, the Coalition remains young and its vision for public libraries is inchoate. This grant project seeks to build public libraries into the core framework of the Coalition as it develops a mission and strategic plan. The project team will unveil the first stages of the library toolkit at the March 2020 Laundry & Literacy Summit while inviting new libraries to attend the convening. At the March 2021 Laundry & Literacy Summit, the project team will discuss new developments/improvements to the toolkit. These national conferences will be coupled with presentations at regional library associations and the PLA 2020 convening, providing a broad audience of libraries and stakeholders interested in meeting families where they are through early childhood literacy and digital literacy.

PART 2B – PROJECT DESIGN: GOALS AND CHALLENGES FOR THIS PROJECT GRANT

Project Goals

The project team's primary goal is to expand the capacity of libraries to develop tailored outreach initiatives in laundromats that reach low-income populations. The resulting toolkit and its dissemination seek to enable any library to train its staff for WALI, design and procure related materials, manage the partnership with laundromats, and justify its expenses to private donors and taxpayers. By refining, assessing, and scaling WALI, this project will indirectly increase access and participation in library resources and services by traditionally underserved groups and increase lifelong learning, as Dr. Neuman's research shows. By year 1, the project team seeks to unify the administrative, technical, evaluative, and curricular coordination of WALI through a toolkit designed by and for public librarians. By year 2, the project team commits to using the toolkit and the evaluation to enable a minimum of 5 new library systems to launch WALI. The project team will gather input from these new library partners and from the Advisory Board in order to iterate and improve the toolkit. Successive workshops/sessions at regional library conferences, PLA, and the Laundry & Literacy Coalition Summits will further spread awareness. Based on current interest, the 5 prospective expansion sites may include the Louisiana State Library (LA), the Boston Public Library (MA), the Charlotte Mecklenberg Public Library (NC), the Cleveland Public Library (OH), and the Lexington Public Library (KY).

B) Challenge/Need: Libraries lack the the proper training and coordination to ensure WALI's effectiveness. Libraries may express concern over the liability of WALI, the logistics of creating and sustaining a partnership with a laundromat owner, the design of the space, and the curation or selection of proper resources and programming curriculum.

B) Solution: Drawn from the concerns and barriers faced in past programs, the toolkit will include crucial resources to train staff and minimize the need for program coordination. Examples of toolkit resources include:

- Case-studies: Interviews/focus groups with the project team and feedback from the Advisory Board will produce a set of qualitative findings from current programs. Topics will include selecting laundromats (staffed versus unstaffed, small versus large), meeting and negotiating with owners (key talking points to assuage fears of security, loitering, and cost), and suggestions for programming (weekends versus weekdays, building trust with laundromat customers).

- **Laundromat Map:** LWB will work with the Coin Laundry Association (CLA) to create an accompanying map of every laundromat in the US where an owner has expressed interest in a partnership and contact information. This map builds on the ongoing work of the Coalition.
- **MoU templates:** To date, each library has managed questions of liability and maintenance individually, drafting separate MoUs with each owner. The toolkit will create a universal draft.
- **Timelines:** The project team will study current projects to create step-by-step expectations and guidance for partnerships and programming.
- **Floor plans:** The project team will create a set of design templates by drawing on the past work of pro bono designers, laundromat owners, and partners who have helped re-design the laundromat for learning.
- **Vendor referrals/rates:** Too Small to Fail (TSTF) of the Clinton Foundation has created a standardized vendor list of laundromat learning items from Scholastic and LakeShore Learning. The project team will collaborate with TSTF to tailor the vendor list for libraries and disseminate it widely.
- **Scripted activities and curricula:** The project team will enhance and diversify training materials into a single webinar and 50-page PDF that answers key questions, shares case studies, and provides additional resources for further training. The project team will use the current webinar, developed by LWB and TSTF, as a base.

A) Challenge/Need: Libraries have limited staff for outreach, especially on weekends when laundromats are the busiest.

A) Solution: The development and dissemination of numerous open-source evaluations will enable libraries to justify the time commitment for staff and/or enable libraries to advocate for additional funds for outreach staff from public or private sources. This solution is grounded in past success: Nationally, all eight WALI states have defined WALI as a core responsibility for certain staff and/or fundraised for additional staff support from public and private sources. Each system has contributed roughly 200 hours of staff time per laundromat, often on weekends. To reach this goal, LWB collaborated with its partners to gather specific data that would justify the allocation of staff hours/personnel costs to WALI. In other cases, LWB supported libraries to use this data to pursue increased funding for outreach. To date, libraries have fundraised more than \$300,000 for new and expanded outreach staff. Supporters include the State Library of Minnesota, the Robert W. Deutsch Foundation, the John S. and James L. Knight Foundation, and the Grable Foundation. Examples of existing data include Dr. Neuman's study of early childhood literacy in laundromats and the ongoing research in Baltimore on digital literacy in laundromats. Dr. Martha Kyrillidou's research, coupled with these previous and ongoing efforts, will bolster the case for WALI as an institutional asset for libraries.

C) Challenge/Need: Libraries lack the funding to equip and maintain the books, furniture, and technology at the laundromat.

C) Solution: The toolkit will ensure libraries can negotiate and manage relationships with laundromat owners, who provide critical maintenance and equipment support for WALI. On average, each laundromat owner contributes in-kind an average of \$5,000 worth of retail space, clean-up assistance, and repairs/labor for broken or damaged materials. These owners contribute both as a way to give back to their community and from an understanding that an effective WALI partnership increases business for the laundromat too. Wear and tear costs depend largely on the laundromat staffing model. Most laundromats have on-site staff who assist with upkeep both at the library learning space and across the store. These

stores see fewer maintenance needs for the books, furniture, and technology in part because the staff assists in clean-up and in-part because of the supervision provided by the staff. For those locations without on-site laundromat staff, repairs/maintenance occur on a weekly basis or when necessary. Items have never been stolen (besides books). In certain cases, the library procures additional resources as an extension of their in-house digital and print resources.

Baseline Assumptions: This project grant is aimed towards those libraries that seek to amplify their presence in the community. Nearly every library values outreach, but some do not prioritize it currently and will therefore not opt for WALI, e.g. during renovations. In addition, some libraries, especially rural libraries, may be distant from a laundromat and/or face barriers in their own transportation. These libraries will not be right for WALI in its current iteration.

Staffing Plan for Project Success (Job Descriptions, Attached)

This project grant requires a full-time staff member who can liaise with project team members across the US, the Advisory Board, and laundromat owners in order to consolidate findings across programs. This position, a WALI Program Manager, valued at ~\$55,000, will be managed by the Deputy Director and travel up to 10 business days a month. This role does not currently exist. Instead, each WALI partnership is coordinated separately, typically by both LWB and its library partner. In year 1, this role will break down the silos across programs with the following key responsibilities:

- Develop the toolkit: Cull and create case-studies, resource maps, MoUs, timelines, floor plans, vendor packages, and curricula.
- Manage the evaluation: Solicit feedback from WALI partners and prospective partners to iterate and adapt the research process to ensure the evaluation meets the needs of libraries. Liaise between the evaluator and the project team.
- Coordinate and draw feedback from the Advisory Board: Convene monthly meetings with the Advisory Board to relay updates and gather input on the toolkit and the evaluation.
- Support the project team: Coordinate sub-grants and communication among project team.

In year 2, the WALI Program Manager will support the project team in iterating and disseminating results from year 1. Key responsibilities include:

- Analyze the findings of Dr. Kyrillidou and adapt the toolkit accordingly.
- Grow the Laundry & Literacy Summit to expand the role of public libraries within the Coalition.
- Support an additional 5 libraries in implementing WALI by providing tailored assistance with the toolkit, by liaising between them and the project team, and by connecting new libraries to affiliated partners, e.g. private foundations, local organizations in the Coalition.
- Iterate the toolkit based on the feedback and experience of new libraries and the project team.
- Manage the Technology & Social Justice Fellow in designing a website to share the toolkit.

Working both in year 1 and year 2, but especially year 2, the Technology & Social Justice Fellow will support the technological aspects of the toolkit (the “map” of laundromat owners, the webinar, etc.), the creation of a website for disseminating the toolkit and evaluation, and the maintenance/improvement of the toolkit over time.

Each of the three libraries in the project team will receive sub-grants between \$10,000 - \$12,500 to support the systems’ involvement in the development and dissemination of the toolkit and evaluation. Specifically, each library commits, at the bare minimum, to provide up to 10 hours of staff time towards

participation in focus groups and providing feedback for Dr. Kyrillidou's study; granting access to library data (with permissions); appointing a member to the Advisory Board, who will join monthly meetings; and sharing the toolkit/evaluation at the Laundry & Literacy Summit, a regional library conference, or PLA 2020. With a sub-grant of \$5,000, the CLA commits to developing a map of laundromat owners.

PART 3: ASSESSING, ITERATING, AND SCALING WALI

Iterating and Improving the Toolkit in Year 2

To ensure the toolkit and evaluation are relevant and effective, the project team will provide tailored support to the first five libraries seeking to use the toolkit to implement WALI between July 2020 and July 2021. In exchange, these five new libraries must make two commitments: A) Join the Advisory Board and providing iterative feedback on the toolkit/evaluation and B) Share their experience at a regional library conference, PLA, and/or the Laundry & Literacy Summit. The exchange between these five new libraries and the project team will be mutually beneficial, giving the project team an opportunity to troubleshoot resources in action and the new libraries an opportunity to work directly with WALI projects and representatives. The Advisory Board will convene monthly to discuss updates within the project team and to gather feedback from new libraries as they join. As many as ten libraries have already indicated interest, including the Louisiana State Library (LA), the Boston Public Library (MA), the Charlotte Mecklenberg Public Library (NC), the Cleveland Public Library (OH), the Denver Public Library (CO), the Miami-Dade County Library (FL) and the Lexington Public Library (KY).

An Independent Evaluation on WALI for Libraries (Evaluation Supplement, Attached)

Dr. Kyrillidou's evaluation will occur in two-stages: a preliminary report in July 2020 and a final report in July 2021. This timeline will enable the project team and the new libraries to inform and iterate Dr. Kyrillidou's research throughout the process but especially in year 2. The research will primarily examine how WALI strengthens institutional capacity of libraries and civic and cultural engagement. The research will also examine indirect effects of WALI partnerships on questions of digital inclusion, equity and access, and social isolation. Building on prior and ongoing evaluations, Dr. Kyrillidou will examine the extent to which laundromat partnerships affect the relationship between the community and the library, strengthen community networks, and/or create additional methods of collaboration. This evaluation will assesses the capacity of outreach librarians, the feedback of small business owners (laundromats) and community-based organizations, the awareness and adoption of library services for laundromat customers, and any related behavior changes in library participation at branches with WALI partnerships. The initial, three-stage methodology with library and laundromat control sites builds on the approach developed by Dr. Neuman, which used an experimental design method for the literacy-related play centers in laundromats. When experimental design (i.e. control sites) are not possible, Dr. Kyrillidou will utilize authentic methods of describing the treatments of the programs using ethnographic approaches to capture narratives from librarians and participants in the programs through guided interactions and to capture the environment through elements of photojournalism.

Diversity Plan: A Project Team that Represents the Diversity of Urban and Suburban Libraries

By sampling across a wide spectrum of libraries, the project team seeks to create a toolkit that is relevant for nearly any library to implement on its own. Table 1 demonstrates a sample set of administrative, geographic, racial, and financial indicators that impact WALI, including the existence of an outreach staff, the scope of outreach services, the size of the laundromat and the staffing model, the age of the customers,

and the racial/ethnic demographics. For example, librarians at medium and small-size laundromats have an easier time engaging community members but are more likely to see low turnout (average of 3 people per visit). Large-sized laundromats see high turnout, often from multiple neighborhoods, but a smaller fraction of customers engage with library resources and programs. Further, the administration and structure of the library often leads to a different set of constraints for outreach programming. Large, well-endowed libraries with dedicated outreach staff can adapt existing schedules/programs to the laundromat, whereas smaller, under-resourced libraries may need to use data/evaluations to advocate for public or private support. This diversity also affects the topic-areas for programming, the content available at the laundromat, and the visual/design aspects of the space.

Creating a National Movement for Library-Laundromat Partnerships

The design, development, and iteration of the toolkit by existing WALI partners and 5 new libraries will create a set of resources that are diverse, tested, and relevant for nearly any library across the US. Each of the libraries in the project team and the 5 new libraries who execute the toolkit will commit to sharing the WALI model through at least one library conference (national or regional) and/or the Laundry & Literacy Summit. Through this Coalition, LWB and its partners will create additional feedback loops and engage additional library systems, laundromats, foundations and nonprofit organizations to achieve national scale. Past Laundry & Literacy conferences have included representatives from the ALA, PLA, Scholastic, Lakeshore, Packard Foundation, FirstBook, Google Fiber, as well as keynote speakers like Chelsea Clinton. Already, national and local press on WALI ([NPR](#), [US News & World Report](#), [Minnesota Public Radio](#), etc.) have garnered considerable interest from library system, especially those outside the regional library networks of existing WALI projects. LWB will continue to support the project team and new libraries in soliciting and working with media.

The toolkit will be free and open-source to all, with sign-up required for those looking to view the complete set of webinars, logistical materials (MoUs, timelines, design plans, vendor sheets), and laundromat maps. Following the conclusion of the project grant in July 2021, LWB will continue to contact each library that creates a sign-in and follow up *pro bono* on a quarterly basis to track the scope of WALI across the US. With these resources, library systems with available staff will have the tools to implement WALI in their own region while others will have the data and pathway to justify the additional staffing and materials costs to their Board, library foundation, taxpayers, and/or private donors. Below is a prospective timeline for future scale, beginning with the current number of WALI libraries at the start of the project grant, displaying the number of sites by the end of the project grant (8 existing sites + 5 new libraries), and culminating with a projection of at least 50 libraries by 2025.



IMLS GRANT TIMELINE

PROJECT TITLE IMLS Grant
 PROJECT MANAGER Adam Echelman

COMPANY NAME Libraries Without Borders
 DATE 3/12/18

PHASE	DETAILS	2019		2020		2020		2020		2021		2021		
		Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	
1	Refine & Develop Toolkit with Project Team A) Hire Program Manager B) Collect bestpractices, case-studies, design floor-plans, vendors, MoUs, local data C) Develop new toolkit resources and refine existing ones	[Active]												
			[Active]											
				[Active]										
2	Iterate Toolkit with 5 New Libraries & Advisory Board A) Project team will test toolkit within their library systems B) Project team supports 5 new libraries in testing the toolkit, in exchange for feedback C) Advisory Board convenes													
				[Active]										
3	Evaluate the Impact of WALI on Institutional Capacity & Civic Engagement A) Evaluate extent of laundromat partnerships and receive feedback from libraries, community members B) First report due: Initial findings across Project Team C) Second report due: Findings across Project team + New Libraries		[Active]											
4	Scale WALI through Conferences & Media A) Share WALI toolkit & evluation at PLA, regional library conferences, and Laundry & Literacy summit B) Support each library in sharing WALI with local & national media													
				[Active]										



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?