



NATIONAL LEADERSHIP GRANTS FOR LIBRARIES

Sample Application LG-260521-OLS-26
Project Category: Planning

Partners Library Action Network

Amount awarded by IMLS:	\$185,100
Amount of cost share:	\$0

The Partners Library Action Network and Techbridge Girls will develop a model for bringing structured programming to small and rural public libraries in Texas. The project will recruit partner libraries from Partners Library Action Network's network, provide librarians with professional development in culturally responsive STEM facilitation, equip each site with hands-on STEM kits and curriculum, and support librarians as they deliver STEM programming to 6th- through 8th-grade students in their communities. The project will produce two nationally disseminated deliverables, a Rural Library STEM Programming Toolkit and a Partnership Development Toolkit. The project will generate both practical resources and new knowledge about how small and rural public libraries can successfully implement structured STEM learning programs for young people.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

Expanding STEM Learning Through Rural Libraries: Developing a Replicable Model for Youth Programming

Introduction

Partners Library Action Network (PLAN) is partnering with the national nonprofit Techbridge Girls (TBG) to develop a model for bringing structured STEM programming to small and rural public libraries. PLAN is requesting \$186,225 over two years from the IMLS National Leadership Grants for Libraries Program (NLG-L). This Planning Grant aligns with the NLG-L Program Goal: Develop, enhance, or disseminate replicable practices, programs, models, or tools to strengthen library and archival services for the American public, and Objective 1.1, Serve the learning needs of the public through libraries and archives. Rural libraries consistently express a desire to offer STEM programming for youth but face persistent barriers, including limited staffing, limited access to professional development in STEM facilitation, and a lack of curriculum and materials designed for informal learning environments. To address this challenge, PLAN is partnering with Techbridge Girls (TBG) to adapt TBG's research-informed ChangeMakers curriculum for rural library settings. Over a two-year period, the project will recruit 15 partner libraries from PLAN's network, provide librarians with professional development in culturally responsive STEM facilitation, equip each site with hands-on STEM kits and curriculum, and support librarians as they deliver STEM programming to 6th- through 8th-grade students in their communities. The intended results include increased librarian confidence in facilitating STEM learning experiences, meaningful STEM engagement for youth in underserved rural communities, and the development of two nationally disseminated deliverables: a Rural Library STEM Programming Toolkit and a Partnership Development Toolkit that together provide a replicable model for other library networks seeking to expand STEM learning opportunities through rural libraries.

Project Justification

Access to science, technology, engineering, and mathematics learning opportunities plays an increasingly important role in shaping educational pathways, workforce participation, and civic engagement in a technology driven society. Skills related to scientific inquiry, computational thinking, and problem solving are now widely recognized as essential competencies for participation in the modern workforce and for informed participation in civic life. Yet access to opportunities that foster these skills remains unevenly distributed across the United States. Students in rural communities often have fewer opportunities to participate in STEM enrichment activities outside of school compared to their peers in urban and suburban areas. Geographic isolation, transportation barriers, and limited access to community based learning institutions can restrict young people's exposure to science and technology learning experiences.

National research consistently highlights disparities in educational opportunity between rural and urban communities. Students in rural areas are less likely to have access to advanced coursework, specialized learning programs, and enrichment opportunities that support exploration of STEM related interests (Showalter et al., 2019; National Academies of Sciences,

Engineering, and Medicine, 2016). Rural schools often serve smaller populations and may have fewer resources available to support specialized STEM programming or extracurricular activities. At the same time, rural communities frequently lack access to informal learning institutions such as science museums, technology centers, and university outreach programs that often provide STEM enrichment opportunities in urban areas.

These structural conditions contribute to gaps in early exposure to science and technology learning opportunities. Research has shown that early experiences with STEM learning play an important role in shaping future educational and career trajectories. Many individuals who eventually pursue STEM careers report developing their interest in science during middle school or earlier (Tai et al., 2006). When young people have opportunities to explore scientific ideas through hands-on activities, collaborative inquiry, and real world problem solving, they are more likely to develop curiosity and confidence in their ability to understand and apply scientific concepts.

Persistence in STEM learning is also influenced by students' sense of belonging and identity within STEM environments. Research demonstrates that students who encounter supportive learning environments and role models who demonstrate that people like themselves can succeed in science and technology fields are significantly more likely to continue pursuing STEM learning opportunities over time (Dasgupta, 2011). For youth who have had limited prior exposure to STEM learning experiences, informal environments can provide an important entry point for exploring scientific ideas in ways that feel accessible and personally meaningful. Public libraries serve as one of the most widely distributed educational infrastructures in the United States. More than half of public libraries serve rural or small communities, highlighting the critical role libraries play as essential access points for information, technology, and lifelong learning throughout the nation (Institute of Museum and Library Services, 2022, Public Libraries Survey). In many communities, libraries represent the only publicly accessible institutions that provide free internet access, educational resources, and community programming. Strengthening the capacity of rural libraries to support learning opportunities aligns with national efforts to ensure that libraries continue to serve as vital community anchors that support equitable access to knowledge, digital resources, and lifelong learning opportunities.

Public libraries are uniquely positioned to address these challenges because of their longstanding role as trusted community institutions. Libraries provide welcoming spaces where youth and families can explore new ideas, access digital tools, and participate in educational programming. However, many rural libraries lack the staffing capacity, training, and curriculum resources needed to implement structured STEM programming. This planning project addresses that challenge by bringing together the complementary strengths of the Partners Library Action Network and Techbridge Girls to develop and test a scalable model that equips rural libraries with the professional learning, curriculum, and materials needed to facilitate engaging STEM learning experiences for youth in their communities.

Rural Libraries as Community Learning Hubs

Public libraries play an especially important role in small, rural communities. In many towns, the local library serves as one of the few free and accessible spaces where youth and families can gather for educational programming outside of school hours. Libraries routinely host afterschool

activities, summer reading programs, and community events that support literacy, learning, and civic engagement. For many young people in rural communities, particularly those without access to enrichment programs or reliable transportation, the library may be the most accessible place to participate in learning activities outside of school. Librarians are widely viewed as reliable sources of information and guidance, and libraries often serve as the first point of contact for individuals seeking educational resources. Public libraries collectively serve more than 1.2 billion in-person visits each year, demonstrating their role as widely used community learning spaces across the United States (Institute of Museum and Library Services, 2022).

Despite their importance, rural libraries often operate with limited staffing and programming capacity. In Central Texas, PLAN works with approximately 139 libraries across 78 counties. Many of these libraries serve communities with populations under 7,000 and operate with an average of 5 full time staff members who are responsible for circulation services, community programming, technology support, and administrative responsibilities. As a result, librarians often rely on ad hoc activities found online that may not be designed for informal learning environments or that require materials libraries cannot easily obtain. Through its ongoing engagement with its network, PLAN consistently hears from librarians who recognize the importance of providing STEM learning opportunities for young people but report that they lack access to structured curriculum materials, hands-on activity resources, and training that would allow them to confidently facilitate STEM programs.

In many rural communities, library staff members assume their roles through what library researchers often describe as “accidental librarianship”, individuals who take on library responsibilities without formal professional training in library and information science, often because a community needs someone to manage or sustain local library services (MacKellar, 2008). While these librarians bring deep knowledge of their communities and strong dedication to serving local residents, they often have limited access to professional training in specialized program areas such as STEM education. As a result, many rural librarians express uncertainty about how to design or facilitate hands-on STEM learning experiences even when they recognize the importance of providing these opportunities for youth. Addressing this gap requires providing practical tools, accessible training, and supportive networks that allow rural librarians to expand programming while building confidence in new areas of service.

These challenges illustrate a broader national issue. Rural libraries have the potential to serve as powerful community learning hubs, but many lack the resources and infrastructure necessary to implement STEM programming consistently. When libraries are equipped with appropriate tools and support, they can expand opportunities for youth learning while strengthening their role as trusted institutions that connect communities with knowledge, technology, and educational opportunity.

Informal STEM Learning

Research has increasingly emphasized the importance of informal learning environments in supporting engagement with science and technology. Individuals develop interest and competence in scientific fields through experiences that occur across multiple environments, including schools, homes, museums, libraries, and community organizations (Bell et al., 2009).

Sustained participation in structured STEM activities outside of school can significantly increase students' interest in science and technology fields and strengthen their confidence in STEM related learning (National Research Council, 2015). Research on STEM learning ecosystems further highlights the importance of coordinated partnerships among community institutions that collectively support youth learning, integrating opportunities across schools, afterschool programs, libraries, museums, and community organizations (Traphagen and Traill, 2014).

Libraries occupy a particularly important position within these ecosystems because they provide free and accessible learning spaces that serve youth, families, and community members across generations. Libraries play a key role in supporting youth-centered learning experiences that promote experimentation, creativity, and collaborative problem solving (Subramaniam et al., 2018). However, many existing STEM programming initiatives have been developed in large urban or suburban library systems with access to dedicated programming staff, specialized equipment, and partnerships with universities or science centers. Smaller rural libraries often lack these advantages, and many existing STEM programming models are difficult for rural libraries to adopt without additional support and adaptation.

Project Innovation

The proposed project introduces a new approach to expanding STEM learning opportunities through rural libraries. The project builds upon the research-informed STEM engagement model developed by Techbridge Girls, a national nonprofit organization with a long history of designing inclusive STEM learning experiences for youth. Techbridge Girls programs emphasize hands-on inquiry, collaborative problem solving, and real world applications of science and technology. These programs are intentionally designed to help youth develop confidence and a sense of belonging in STEM learning environments.

Techbridge Girls programs have been implemented in schools and out of school learning environments across multiple regions of the United States, demonstrating the potential of hands on, identity focused STEM learning experiences to engage youth who may not initially see themselves as participants in science and technology fields. While these programs have been successfully implemented in schools and community learning environments, the model has not yet been systematically adapted for small, rural library settings. This project represents an opportunity to explore and demonstrate how a proven STEM engagement model can be translated into a library centered delivery system designed specifically for small libraries with limited staffing and infrastructure.

Among the 14 libraries already identified for this project, staffing ranges from less than 1 FTE to approximately 12 FTEs, and several sites report zero MLS-credentialed librarians on staff. Five of the 14 libraries currently offer zero young adult programs, and across the group, young adult programming is the least implemented category of service, underscoring the gap this project seeks to address. Thirteen of the 14 are classified as Rural or Town by the IMLS locale codes, with service area populations ranging from approximately 4,300 to 54,800 (see Participating Library Data, Supporting Documents).

Advancing Rural Learning Opportunities

Expanding STEM learning opportunities in rural communities is essential to ensuring that where a student lives does not limit their ability to explore science and technology. Nearly one in five students in the United States attends school in a rural community (Showalter et al., 2019), yet many rural regions have fewer institutions and programs dedicated to STEM enrichment than urban and suburban areas. Opportunities commonly available in metropolitan areas, such as science museums, robotics clubs, technology camps, and university outreach programs, may be located hours away from rural communities. Transportation barriers and long travel distances often make participation in these programs difficult for many families.

Strengthening locally accessible institutions is therefore one of the most practical strategies for expanding STEM learning opportunities in rural regions. Public libraries are uniquely positioned to serve this role. Libraries are widely distributed across rural communities and provide free, welcoming spaces where youth and families can gather to explore new ideas and participate in educational programs. Because library programs are open to participants regardless of academic background or prior experience, they create inclusive environments where young people can experiment, collaborate, and build confidence as learners. Expanding access to STEM learning in rural communities also has implications for long-term workforce development, as employment in STEM occupations is projected to grow faster than the average for all occupations (National Science Board, 2022). Early exposure to STEM learning experiences helps young people recognize the relevance of science and technology to real-world challenges and future career pathways.

National Impact and Replication

Beyond supporting participating libraries, the proposed project will contribute knowledge and practical resources to the broader fields of library services and informal STEM education. Interest in STEM programming within libraries has grown significantly over the past decade, yet relatively little research exists on implementation models designed specifically for small rural libraries. This project will generate insights into how STEM learning programs can be adapted for rural library contexts with limited staffing and infrastructure.

As a planning grant, the project will focus on designing and documenting a scalable implementation model that can be replicated by other library networks across the United States. The resulting toolkits will provide practical guidance for libraries and library networks seeking to implement similar programs. Because rural libraries exist in every state, the lessons learned through this project have the potential to inform STEM programming efforts in hundreds of communities nationwide. By combining professional learning for librarians, accessible curriculum designed for informal learning environments, and portable materials kits that support hands-on programming, the project will explore how rural libraries can implement high quality STEM learning experiences even with limited staffing and resources.

Project Work Plan

The proposed project will be carried out over a two-year period of performance (September 1, 2026 through August 31, 2028) organized into four phases: Planning and Recruitment, Professional Learning, Community Implementation, and Evaluation, Deliverables, and Dissemination. This work plan describes the specific activities, responsible personnel,

stakeholder engagement strategies, and evaluation methods that will guide the project from initial planning through national dissemination of results. See the Schedule of Completion for a month-by-month timeline of all major activities.

Phase 1: Planning and Recruitment (September 2026 – February 2027)

During the first six months, PLAN and TBG will establish the project infrastructure and recruit participating libraries. Dorothy Steelman, PLAN Executive Director and Project Director, will lead recruitment across PLAN's network of 139 member libraries in 78 Texas counties, targeting 15 small and rural library sites. Eight libraries have already verbally agreed to participate. An additional six prospective libraries have been identified that are likely to participate based on previous conversations around programming needs (see Participating Library Data, Supporting Documents).

At the same time, TBG will design a needs assessment survey, in collaboration with PLAN, to evaluate each partner library's existing STEM programming capacity, staffing constraints, facility considerations, and community needs. PLAN will administer the survey to all participating libraries. Concurrently, PLAN and TBG will hold planning meetings to adapt TBG's ChangeMakers curriculum for rural library settings, addressing modifications for limited staffing, flexible scheduling, and varying numbers of youth participants. TBG will also draft pre- and post-program surveys to measure participant learning outcomes and educator confidence.

Phase 2: Professional Learning (March 2027 – April 2027)

Phase 2 focuses on preparing librarians to confidently facilitate STEM programming. PLAN will host an in-person kick-off convening in Bulverde, Texas, bringing together the full cohort of partner librarians with PLAN and TBG staff. This convening will introduce the ChangeMakers curriculum framework, establish cohort relationships, provide technology training if needed, and orient participants to the project's goals. After the kick-off convening, TBG will deliver 6-10 hours of virtual professional development covering culturally responsive STEM facilitation, hands-on inquiry methods, and the ChangeMakers curriculum. Each session will be offered twice to accommodate scheduling constraints. Each participating site will receive STEM kits, program curriculum for youth (between 12 and 18 hours of content), coaching support, and access to ongoing office hours and tinkering workshops hosted by TBG. Participating libraries will receive a \$500 stipend to offset the time commitment required of library staff. PLAN, with co-facilitation support from TBG, will host monthly virtual community meetings throughout this phase to support peer learning and knowledge sharing among the cohort.

Phase 3: Community Implementation (May 2027 – December 2027)

In Phase 3, partner librarians will put their training into practice by delivering 10 to 12 hours of STEM programming to youth in their own communities using the adapted ChangeMakers model. Librarians may distribute these hours across as many sessions as appropriate for their local context, allowing each library to tailor delivery to its community's schedule and needs. TBG will provide ongoing coaching support and virtual office hours throughout the implementation period to help librarians troubleshoot challenges and refine their facilitation. PLAN will continue hosting monthly virtual community meetings so that cohort members can share experiences, exchange strategies, and learn from one another's successes and challenges. Dorothy

Steelman will conduct site visits to all partner libraries during this phase to provide individualized support, gather feedback, and observe programming in action.

A second in-person convening will be held in Jourdanton for a mid-project check-in in May 2027, and a third convening in Canyon Lake will provide structured time for reflection and evaluation in August 2027. TBG will administer a post-survey following program delivery. From October through December 2027, the project team will debrief with the cohort, analyze survey results and participation data, assess what worked and what needs refinement, and incorporate librarian feedback into the design of the final project deliverables.

Phase 4: Evaluation, Deliverables, and Dissemination (January 2028 – August 2028)

In Year 2, the project team will complete the evaluation, develop the project's primary deliverables, and disseminate findings to the national library community.

The project's evaluation strategy assesses both process and outcomes across four performance dimensions aligned with the NLG-L Performance Measures: effectiveness, efficiency, quality, and timeliness. TBG will design and administer pre- and post-program surveys to measure changes in librarian confidence in facilitating STEM programming; youth engagement, perceived STEM learning, confidence participating in STEM activities; as well as community response to library-based STEM offerings. PLAN will track participation data throughout the project, including library engagement in training sessions, attendance at community meetings, number of program sessions delivered, and hours of programming delivered at each site. Site visits by the Project Director during Phase 3 will provide qualitative data on implementation fidelity and local adaptation. During the October through December 2027 debrief period, the project team will analyze data to assess impact and identify areas for refinement. These findings will directly inform the design of the final deliverables, ensuring that the Rural Library STEM Programming Toolkit and Partnership Development Toolkit reflect evidence from real-world implementation in rural library settings and provide practical guidance for replication by other library networks.

Beginning in January 2028, TBG will synthesize implementation findings to develop two primary deliverables: a Rural Library STEM Programming Toolkit and a Partnership Development Toolkit. These resources will include curriculum adaptation guidance, professional learning strategies, and recommendations for replicating the PLAN-TBG collaborative model. TBG will lead design work and website development to ensure the toolkits are accessible and broadly usable (see Digital Products Plan). Partner librarians will review and provide feedback on toolkit drafts to ensure the resources reflect practitioner perspectives.

PLAN and TBG will disseminate the project's findings and resources by attending, and applying to present at three conferences: Association for Rural and Small Libraries (ARSL), Texas Library Association (TLA), and American Library Association (ALA). PLAN will continue hosting monthly virtual community meetings throughout Year 2 to encourage a second year of program implementation, sustain the cohort network, and support ongoing peer learning among partner librarians. All publicly released resources will be shared under a Creative Commons Attribution–NonCommercial–ShareAlike 4.0 license to encourage reuse and adaptation by libraries and library networks nationwide.

Partners Library Action Network (PLAN) Project Personnel and Qualifications

PLAN has supported small and rural public libraries since 1972, providing direct consulting, coordinating in-person and virtual training, and offering networking opportunities to its 139 member libraries across 78 counties in Texas, most of which serve rural communities. In 2005 PLAN, became a private non-profit to prepare for a change in state funding that had sustained not only PLAN but nine other regional library systems statewide

- **Dorothy Steelman, Project Director (PLAN).** As Executive Director of PLAN, Dorothy brings extensive experience in rural library leadership, having served as Library Director for the City of Pleasanton for ten years and director of the Lakehills Area Library for over a decade. She holds a Master of Library Science from Texas Woman's University and was among the first cohort of Texas librarians from small and rural libraries to earn an MLS through a collaborative IMLS-funded program. She has served on the PLAN Board for eight years and is an active TLA member. She will dedicate time to ongoing project activities, site visits and convenings in Year 1, and conference dissemination and ongoing partner library community meetings in Year 2.
- **Geoffrey Freeman, IT Associate (PLAN).** Geoffrey will provide administrative support for grant management throughout the two-year project, assisting with correspondence and logistical coordination, processing partner reimbursements for convenings and site visits, and maintaining financial records and documentation for grant reporting.

Techbridge Girls (TBG) Project Personnel and Qualifications

TBG is a national 501(c)(3) nonprofit organization with over 20 years of experience delivering hands-on STEM programs and professional development for educators and has deep expertise in culturally responsive curriculum design, educator professional development, and youth-centered program evaluation.

- **Savita Raj, CEO (Techbridge Girls).** Savita brings direct experience delivering STEM programming through rural Texas libraries. As Executive Director of the Texas Alliance for Minorities in Engineering (TAME), she established the Science Rocks summer program, funded by the Texas State Libraries and Archives Commission, which brought mobile STEM experiences to small rural libraries with fewer than 10,000 patrons, serving over 50 libraries each summer. Savita will provide executive oversight of TBG's participation (planning meetings, professional development delivery, needs assessments, surveys, data collection, and the Performance Measurement Plan), attend all three in-person convenings, participate in monthly virtual community meetings, and support dissemination, including conference presentations.

Stakeholder Engagement

Stakeholder input has been central to the project's development from its earliest stages. PLAN has engaged its member libraries through conversations about STEM programming barriers, and librarians have consistently expressed interest in structured professional development and curriculum resources. These conversations directly shaped the project's focus on providing turnkey curriculum and hands-on materials. PLAN met with prospective partner libraries during the proposal development period, and their input influenced key project design decisions, including the target age group (6th through 8th grade, identified as a gap in current

programming), the emphasis on flexible scheduling to accommodate limited staffing, and the choice of regional convening locations that minimize travel burden for participating libraries.

Throughout the project, stakeholder input will continue to be incorporated through multiple channels: the initial needs assessment survey will capture each library's specific capacity and constraints; monthly virtual community meetings will provide a regular forum for peer feedback and collaborative problem solving; in-person convenings will include structured reflection activities; the post-implementation debrief period will directly shape the final toolkit design; and partner librarians will review and provide feedback on toolkit drafts during Year 2.

Project Results

The proposed project will generate both practical resources and new knowledge about how small and rural public libraries can successfully implement structured STEM learning programs for youth. Through the collaborative work of PLAN, TBG, and participating rural libraries, the project will produce a tested implementation model that is documented through two publicly available toolkits that support the expansion of STEM learning opportunities in rural communities.

Deliverables

Two primary deliverables will emerge from this work: a Rural Library STEM Programming Toolkit and a Partnership Development Toolkit. These resources will document the process of adapting curriculum for rural library environments and provide guidance for library systems and regional networks seeking to implement similar programs.

The **Rural Library STEM Programming Toolkit** will include curriculum adaptation guidance, implementation strategies for small libraries, materials kit specifications, professional learning resources for librarians, and recommendations for supporting hands-on STEM programming in informal learning environments with limited staffing and infrastructure. The toolkit will also include insights from participating librarians regarding scheduling, space considerations, materials management, and youth engagement strategies that proved effective in rural library settings.

The **Partnership Development Toolkit** will document the collaborative framework developed between PLAN and Techbridge Girls. This resource will provide guidance for other library networks seeking to partner with nonprofit organizations, educational institutions, or community groups to deliver STEM programming. It will outline strategies for establishing partnerships, aligning organizational strengths, coordinating professional development, and supporting program implementation across geographically distributed library networks. Because many rural library systems operate within regional networks similar to PLAN, this partnership model has the potential to be replicated in other states and regions.

Together, these deliverables directly address the need identified in the Project Justification: the limited availability of structured STEM programming resources designed specifically for rural libraries.

Adaptability and Usability

Ensuring that the project results are adaptable and usable by other institutions is a central goal of the project design. Both toolkits will be written with practitioners in mind and will emphasize practical guidance that can be implemented by small libraries with limited resources. Materials will support flexible implementation, allowing libraries to adjust program schedules, adapt activities for different spaces, and tailor materials to local community needs. By focusing on adaptable strategies rather than rigid program requirements, the project will produce resources that can be applied across diverse rural contexts. Data collected throughout the project will provide insights into librarian confidence in facilitating STEM programming, youth engagement, and practical considerations for implementation within small library environments. These findings will inform the design of the final toolkits and contribute knowledge and practical implementation guidance to the broader fields of informal STEM education and rural library services.

Dissemination

The project team will disseminate results by attending and applying to present at the Association for Rural and Small Libraries (ARSL) conference, the Texas Library Association (TLA) conference, and the American Library Association (ALA) annual conference. These conferences were selected because they collectively reach rural and small library practitioners at the state level, rural library specialists nationally, and the broader national library community. The final toolkits will be made publicly available through a dedicated project website and hosted on both the PLAN and Techbridge Girls websites to ensure broad national access. The resources will also be shared through PLAN's existing communication networks.

Sustainability

The benefits of the project will extend beyond the two-year period of performance. Participating libraries will retain the STEM kits and curriculum materials used during implementation and will be prepared to continue offering STEM programming for youth after the project concludes. PLAN will continue to support member libraries through its community meetings and networking activities, providing opportunities for libraries to share experiences and encourage the continuation of STEM programming within the region.

Informing Future Work

As a planning grant, the project is specifically designed to generate the evidence, resources, and partnership infrastructure needed to support a future implementation phase. The implementation insights, evaluation findings, and documented partnership model will position PLAN, TBG, and potential future partners to expand the model to additional rural library networks across Texas and other regions of the United States. The Rural Library STEM Programming Toolkit will provide the practical foundation for future sites to adopt the model, while the Partnership Development Toolkit will guide other library networks through the process of establishing similar cross-sector collaborations. By demonstrating how structured STEM programming can be successfully implemented within rural library systems, the project will lay the groundwork for broader initiatives that increase access to STEM learning opportunities for youth in underserved rural communities nationwide.

Year 1 - September 2026 - August 2027

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
PLAN Activities												
Planning and Recruitment												
Administer Needs Assessment Survey												
Host Partner Convenings (in-person)												
Host monthly community meetings (virtual)												
Site Visits (in-person)												
Administer Post Survey												
TBG												
Design Pre/Post-Program Surveys and Needs Assessment												
Facilitate partner convenings (in-person)												
Co-Facilitate community meetings (virtual)												
Deliver ChangeMakers Professional Development (virtual)												
Host Tinkering Workshops and Office Hours (virtual)												
Library/Librarian Activities												
Complete Assessment/Survey												
Attend partner convenings (in-person)												
Attend monthly community meetings (virtual)												
Attend ChangeMakers Professional Development (virtual)												
Deliver STEM Programming												
Complete Post-Survey												

Year 2 - September 2027 - August 2028

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
PLAN Activities												
Host monthly community meetings (virtual)												
Apply for conferences												
Attend/Present at Conferences												
TBG												
Analyze survey results												
Performance Measurement												
Incorporate feedback into program design												
Create Rural Library STEM Programming Toolkit												
Create Partnership Development Toolkit												
Create website												
Apply for conferences												
Attend/Present at Conferences												
Library/Librarian Activities												
Receive updated curriculum and program resources												
Receive program and evaluation findings												
Attend monthly community meetings (virtual)												