

Brooklyn Public Library – *Growing Providers* Childcare Training program – Abstract

Brooklyn Public Library (BPL) requests consideration of a \$248,553 National Leadership Grant from the Institute for Museum and Library Services to support the implementation of a childcare training program—*Growing Providers*. The program will provide training and application assistance to individuals seeking to register as New York State-approved home-based childcare providers, in particular serving individuals from low-income and immigrant communities. Project activities will take place from October 1, 2017 through September 31, 2019.

BPL is the lead applicant for this request. The majority of activities will take place at BPL branches and be run or managed by BPL staff. Project partners will include the New York Early Childhood Professional Development Institute (PDI), Business Outreach Centers (BOC), and Committee for Hispanic Children and Families (CHCF). Each of these partners will assist in developing program materials and/or leading project activities, as well as outreach and promotional activities. Project-centric local and national advisory councils will also provide input.

Growing Providers will provide librarian-led training in highly effective early-childhood literacy activities and access to valuable business information and guidance. *Growing Providers* will reinforce the Library's position as a community anchor and affirm that libraries can serve as providers of job training and economic engines rather than simply as facilitators and points of access. Given their embedded status within communities, libraries are well positioned to not only identify specific needs of area residents but harness the resources necessary to address these needs.

In Brooklyn and across the country, childcare is a growing need for working families, especially for those in low-income and immigrant communities where job hours can be erratic and households require multiple wage-earners or are headed by single parents. In New York, low-income parents can secure vouchers from the State that will cover part or all of their childcare expenses, but these vouchers are only redeemable with State-registered childcare providers. Many immigrant families are reluctant to place their children with providers outside of their own community. As a result, there is a marked need for a pool of well-trained State-registered childcare providers that are members of these immigrant communities.

Based on the success of BPL's earlier BKLYN Incubator pilot program offering childcare training and State registration assistance that was held at the New Lots library, *Growing Providers* will expand this idea to reach a wider range of individuals within Brooklyn's low-income, immigrant communities who aspire to start their own childcare service and wish to apply for State registration. The project will particularly reach out to residents in the borough's East Flatbush, Brownsville, and Crown Heights neighborhoods, home to substantial low-income Hispanic and Caribbean immigrant communities.

A series of up to three orientation sessions prior to each series will be held at the branch location to provide an overview of the program and register prospective participants. The *Growing Providers* training program will consist of a 12-16 session series, offered at three BPL branch locations (Bushwick, Crown Heights and New Lots) at different times across the grant period. Two sessions will be conducted in English with the third conducted in Spanish. Sessions will guide participants in completing the online New York State childcare registration application, provide instruction in early-childhood development and training in techniques to promote early literacy (based on BPL's acclaimed *First Five Years* early literacy programming), instruction on health and safety as well as training in CPR, and an orientation at BPL's Business & Career Center (B&CC) that will include information on available resources and an overview of the business of childcare. There will also be opportunities to observe *First Five Years* programming and a culminating event to celebrate the participants' successful completion of the program will be held at the conclusion of each series. Additional coaching and mentoring will be available for all participants throughout the project period.

A curriculum, participant handbook, and starter toolkit will be created over the course of the project, all of which will also be available on BPL's website. We hope to reach 250 interested individuals through the orientation sessions, with up to 125 participants attending two or more sessions in a series, and 20 participants completing all of the course requirements in each of the three series, with a combined total of 60 completing the course. In addition, 100% of surveyed participants will report an increase in knowledge of NYS childcare regulations; 85% of surveyed participants will report an increased understanding of the importance of reading to children, among many other early literacy best practices; 65% of completing participants will secure State registration as a family childcare provider; and 50% of completing participants will open a childcare facility within a year of completion.

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Narrative

1. Statement of National Need

Research has repeatedly shown that high quality early childcare and education promotes children’s successful development and helps prepare them for school.¹ In fact, quality childcare benefits everyone: it promotes positive developmental outcomes for children and allows parents to pursue their own education and career goals, eventually increasing their earning potential and their contribution to the economy.² English language learners and low-income families, in particular, benefit greatly from quality child care, and yet these groups are the least likely to gain access to high quality early care and education.³ Early Care and Education (ECE) programs such as Early Head Start are underfunded and can only serve 4% of eligible children.⁴ 72% of families with incomes of at least twice the poverty rate participate in ECE, compared with 45% of families with incomes below the poverty level. In addition, 52% of Hispanic children are enrolled in center-based care compared with 63% of White/non-Hispanic children.⁵ Exacerbating the situation, the quality of many early childhood programs across the country is poor to mediocre, depriving children of what they need to learn and grow and, in some cases, jeopardizing their immediate health and safety. Care for infants and toddlers is particularly poor.⁶ Children of refugees and immigrants now account for 25% of the 23 million children under the age of 6, compared to 14% in 1990. States like California, Texas, New York, Florida, and Illinois account for half of the number of children in immigrant families.⁷ With an already existing and acknowledged literacy gap between children from English-speaking vs. non-English speaking households, any effort to diminish this gap is essential.⁸

In the United States, fewer than two out of three children between the ages of 3 and 6 (61%) are enrolled in center-based ECE programs.⁹ Federal and state programs attempt to address these discrepancies, but large numbers of children eligible for these programs remain unserved. For instance, in the 2013–14 program year, the federal Head Start program enrolled only 34% of children in poverty.¹⁰ When governments and agencies seek to increase ECE participation among disadvantaged families, they often find that doing so is particularly challenging among socially isolated families, immigrants, and parents who are part of ethnic and language minorities. Different cultural norms, lack of information and connections, and mistrust of government agencies can cause parents to keep their children at home or to use informal and untrained caregivers even when higher quality government-funded alternatives are available.¹¹ Efforts to develop birth-to-school ECE systems in U.S. states and communities face unique institutional challenges, such as disconnected and unstable funding streams, categorical program eligibility requirements, and severe shortages of available slots in high-quality subsidized ECE programs. Moreover, the lack of universal access to high-quality ECE may cause many parents to not even consider such programs, especially for their younger children.

Public libraries know their communities firsthand and are often the first to recognize a pressing local need, simply because they interact on a daily basis with patrons from all walks of life. Libraries have earned the trust of immigrant populations by ensuring that their needs are met on a variety of levels. Many public libraries feature book collections and targeted programming and services in languages other than English, incorporate multi-lingual signage and informational materials, and hire librarians and staff members who are multilingual. Not only are libraries gateways to the community, they provide a place where new immigrants and their families can connect with

¹ *Equity and Excellence: African-American Children’s Access to Quality Preschool*, National Institute for Early Education Research, November 2013

² *Child Care in America: 2016 State Fact Sheets*, Childcare Aware of America

³ *Equity and Excellence: African-American Children’s Access to Quality Preschool*, November 2013

⁴ *Investing in Young Children: A Fact Sheet on Early Care and Education Participation, Access, and Quality*, Center for Law and Social Policy; National Center for Children in Poverty, November 2013

⁵ *America’s Children: Key National Indicators of Well-Being*, Federal Interagency Forum on Child and Family Statistics, 2015

⁶ *Equity and Excellence: African-American Children’s Access to Quality Preschool*, November 2013

⁷ *Immigrant and refugee workers in the early childhood field: Taking a closer look*. Migration Policy Institute, 2015

⁸ *Leveling the Playing Field: Supporting Immigrant Children from Birth to Eight*, The Future of Children, Vol. 14, No. 2, Princeton University, 2004

⁹ *America’s Children: Key National Indicators of Well-Being*, 2015

¹⁰ *Early School Readiness & Head Start Enrollment*, Databank Indicator, Child Trends, 2015

¹¹ *Reaching All Children? Understanding Early Care and Education Participation among Immigrant Families*, Center for Law and Social Policy, 2006

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resources, learn new skills, and meet new people. With the establishment of the Public Library Association’s *Every Child Ready to Read* program in 2001, libraries have served as community-wide early literacy advocates, encouraging parents and caregivers to use these strategies to promote the development of language and literacy in young children. Libraries also have a long history of serving local entrepreneurs and businesses. All of these qualities combine to powerfully position libraries as community anchors and hubs with the necessary resources to not only identify but assist in actively responding to the needs of their communities.

On a local level, Brooklyn continues to be a beacon for immigrants. Within the overall population of the borough, 37% of residents are foreign born and 46% of residents speak a language other than English at home. However, as the population of foreign-born and first generation children under the age of five rises, so does the demand for childcare services. According to the U.S. Census Bureau, from 2010 – 2015 there was a 10% increase in the number of children ages 5 and under with at least one foreign born parent in Brooklyn, growing from 70,297 to 77,556. Non-native born parents commonly seek individuals from their same immigrant community to provide childcare services. However, childcare providers often lack adequate training and education for working with children.⁵ One of the strongest determinants of the overall quality of early childhood programs is the quality of the providers and teachers. Therefore it is imperative that these individuals, particularly those in immigrant communities, be provided with access to proper training and registration as accredited childcare providers.

The New York City Administration for Children’s Services (ACS) provides free or low-cost childcare to eligible families living in New York City with children ages 6 weeks through 12 years. Childcare is typically provided at ACS-funded childcare centers as well as at registered home-based family childcare. In most cases, families receiving a childcare subsidy can choose any legal childcare provider. State-issued vouchers permit families eligible for subsidized childcare to access these services outside of the ACS-funded programs. Funding for vouchers is limited, and the wait for a voucher can be long. However, as the chart below demonstrates, costs for registered home-based family childcare are substantially lower than at ACS centers and provide families with a greater freedom of choice, provided there is enough availability.

ACS Market Rates for Full-Day Childcare (as of June 1, 2016 according to the Day Care Council of NY)

	Group/Registered Family Childcare	ACS Childcare Center
Age	Weekly Rate	Weekly Rate
Infant	\$200.00	\$371.00
Toddler	\$185.00	\$268.00
Preschool	\$175.00	\$242.00

In the fall of 2016, in response to an identified need in the community, BPL’s New Lots Library piloted *Root Resource*, a 12-week sequential program series designed to assist new and long-term immigrants in the East New York, Brooklyn region obtain registration as New York State licensed childcare providers while also providing them with librarian-led early literacy training. *Root Resource* grew out of BPL’s *BKLYN Incubator*, a program—initially piloted through an IMLS Spark grant—that assists branch staff in developing and implementing community-based projects. The program was extremely popular, with 24 local residents attending the single information session offered and 15 completing the program and submitting their NYS childcare license applications. Based on these encouraging results, and feedback from area librarians on strong community interest for similar programming, planning began on a larger-scale program which evolved into the *Growing Providers* project.

Growing Providers will continue to strengthen BPL’s position as a community anchor for the many Brooklyn neighborhoods it serves through its 60 branches, and in particular at the three locations that the project will target: Bushwick, Crown Heights, and New Lots libraries. The childcare training model that will result from the project will benefit both aspiring childcare providers as well as the future children and families served and align with IMLS’s Community Anchor goal of developing new, replicable, and responsive library programming models by:

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- Promoting *economic vitality* by assisting aspiring child care providers, many of whom may be immigrants, in registering as State licensed childcare providers. This will in turn provide working immigrant parents in need of childcare services with access to a larger pool of trustworthy, high quality childcare providers.
- Facilitating *lifelong learning* by ensuring that trained childcare workers incorporate BPL's proven early literacy programming in the care they provide, engaging both children and their parents/caregivers.
- *Advancing local and national practice* by sharing the program curriculum on BPL's website and through presentations at library conferences and other professional gatherings. Project partners with a national presence will also share information about the program through their existing networks. The project will offer a roadmap for library systems across the country on how to partner with local childcare organizations and offer this training to communities in need as well as for further replication at other BPL branches.

Since BPL is a national leader in early literacy initiatives, an established resource for business and career programs and resources, a lifeline for information and resources for immigrants, and a community anchor, it is a natural fit for the Library to assist aspiring childcare providers in both registering for a State license and receiving training in effective early literacy teaching skills. BPL has a strong relationship with the New York State Department of Early Childhood Education as well as the New York City Departments of Education (DOE) and Health and Mental Hygiene (DOHMH)—which oversees City childcare regulations. BPL has collaborated with DOHMH on the development of a potential early literacy training program for staff at licensed childcare centers and assists the DOE in *Pre-K for All Families* recruitment efforts, ensuring branch collections support the program's curriculum. The DOE has also promoted BPL's *Ready! Set! Kindergarten!* program. *Growing Providers* will create an effective framework to reach aspiring childcare providers and assist them in achieving their credentials while training them in effective early literacy techniques and sound business practices. It will also set precedent as a ground-breaking program providing a unique new service not currently offered by other library systems.

2. Project Design

Growing Providers will improve the quality and availability of affordable early childcare, specifically within low-income immigrant communities. Over the course of the two-year project period, we anticipate the following outputs:

- 1) 250 individuals will attend an information session;
- 2) 125 participants will attend two or more program sessions;
- 3) 60 participants will complete one of the three 13-session (12-16 week) training programs (20 per branch);
- 4) 100% of surveyed participants will report an increase in knowledge of NYS childcare regulations;
- 5) 85% of surveyed participants will report an increased understanding of the importance of reading to children, among many other early literacy best practices; and
- 6) 65% of completing participants will secure State registration as a family childcare provider.

Outcomes that *Growing Providers* will look to achieve during or within a year after the project period ends include:

- 1) At least 30 of the participants that successfully complete the program and secure NY State registration credentials will commence operations as home-based childcare providers;
- 2) As a result of these new providers, approximately 240 immigrant and low-income children will gain access to quality, affordable childcare that incorporates early literacy activities;
- 3) 40-50 participants will join the Aspire state workforce registry; and
- 4) 50% of participants that became new library card holders will continue their engagement with BPL programs and resources (from among the 125 participants that attended two or more sessions).

The success of the project is grounded in the assumption that, based on the past success of *Root Resource*, there are a significant number of individuals within Brooklyn's low-income immigrant communities seeking to enter the childcare field who would benefit from—and have an interest in taking advantage of—training and assistance in pursuing registration as a New York State family childcare provider. The project also assumes that these interested individuals will view the Library as a valid provider of the proffered services.

Specific Activities

Starting in the fall of 2017, Rachel Payne, BPL's Coordinator of Pre-School Services, and Jessica Ralli, Early Literacy Programs Coordinator, will work with Patricia Moore, the New Lots Library Associate who initially developed the *Root Resource* program, to draft a revised program curriculum for *Growing Providers*. The team will also

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consult with Angelica Velazquez, Director of the Family Child Care Project and Andrea Maldonado, Family Child Care Training Coordinator and Curriculum Developer, both of whom work at New York Early Childhood Professional Development Institute (PDI) which is affiliated with the City University of New York (CUNY). Additional curriculum consultants will include Maud Andrew, BPL's Coordinator of Business & Career Services, and Sia Pickett, Project Coordinator and a trainer at Business Outreach Center (BOC). PDI is a public-private partnership that brings together a range of city agencies, a consortium of private funders, and CUNY to build a comprehensive system of professional development for individuals who work with young children in New York. BOC's mission is to improve the economic prospects of traditionally underserved groups, with a focus on low- and moderate-income entrepreneurs and their communities.

BPL will also partner with the Committee for Hispanic Children and Families (CHCF), who will lead the Early Childhood Development session in Spanish for the third series in Bushwick, as well as provide translation services for participants throughout the project, particularly during extended mentoring sessions where participants will complete the State's online registration application, as the language barrier may be the steepest during this process. While PDI staff are bilingual and can address language issues on a small scale, CHCF have developed extensive materials in Spanish that make them better suited to serve as the lead partner for the Spanish language series. CHCF combines education, capacity-building, and advocacy to strengthen the support system and continuum of learning for children and youth. Their Early Care and Education Institute provides culturally-informed, bilingual professional development to family childcare educators. CHCF currently partners with BPL on the New York City Council funded *City's First Readers* initiative, the aim of which is to create literacy-rich communities and experiences for children ages 0-5 years. A program guide for childcare providers will also be developed in collaboration with the project partners and given to all series participants. The program guide will exist in print and digital form in both English and Spanish, with electronic copies stored on a dedicated page of BPL's website and available to the public.

BPL will also solicit advice, support and perspective from local and national leaders in the fields of childcare and library service through the establishment of both local and national project advisory committees. The local advisory council will meet monthly through the first two quarters of the project period, to review the progress of the project and provide feedback, then meet quarterly as activities become more established. Members will include: Leslie Craig, Assistant Professor, Teacher Education, Borough of Manhattan Community College; Angelica Velasquez, PDI; Julia Travers, Early Childhood consultant; Sia Pickett, Project Coordinator/Business Counselor, BOC; as well as BPL staff members Rachel Payne, Maud Andrew, and Patricia Moore. The national advisory council will meet quarterly via conference call and provide insight on how to adapt the project to serve different communities across the country. Members will include: Tessa Michaelson Schmidt, Public Library Youth and Inclusive Services Consultant, Wisconsin Department of Public Instruction; Gretchen Caserotti, Library Director, Meridian Library District, Meridian, ID; Christy Estrovitz, Manager of Youth Services, San Francisco Public Library; and Marisa Conner, Youth Services Manager, Baltimore County Public Library. Both councils will review the curriculum and participant guide, providing input on scalability and noting any aspects that may require flexibility in order to accommodate varying levels of library resources. Council members will also be asked to consider locally testing aspects of the program such as conducting "Business of Childcare" classes or identifying potential project partners.

In January, Ms. Payne will work with BPL's Human Resources Department to hire a full-time Project Coordinator who will assist in the development of curriculum, manage the training programs, lead orientations and specific series sessions, and serve as a liaison between BPL and its project partners and advisory councils. The Project Coordinator will have a BA or MA in Early Childhood Education or a related field and experience mentoring and training childcare providers. A part-time Program Assistant will also be hired to plan schedules, assist in the provision of programming, track data, promote the program in targeted communities, provide translation support where needed, manage project social media accounts, and in general assist the Project Coordinator. The Project Coordinator and the Program Assistant will ideally be bilingual, with the Coordinator fluent in Spanish and the Assistant in Haitian Creole—the two predominant languages spoken in the communities where the project will be conducted. Both will report to Ms. Payne and receive additional support from Ms. Andrew. Based on the overwhelming time commitments of BPL staff conducting the original *Root Resource* pilot, it was deemed necessary to bring on a

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dedicated staff to handle the project's expanded content, additional neighborhoods served, increased participant levels and new partnerships.

Starting in spring 2018, *Growing Providers* will be piloted sequentially at the three selected branches with the first series to be held at New Lots Library followed by the second series at Crown Heights Library. Both series will be conducted in English while the third and final series, to be held at Bushwick Library, will be conducted in Spanish. Publicity and outreach to generate interest in the project will also begin early in the spring of 2018. BPL's in-house Marketing and Communications department will assist in developing promotional materials to distribute as well as promoting the project through BPL's website and various social media outlets including each branch's Facebook page. CHCF will assist with publicity efforts directed towards the Spanish-speaking community. BPL's Youth and Family Services department will distribute information about the program through its extensive mailing list of Brooklyn and city-wide early childhood agencies.

Targeted Communities

The neighborhoods served by the selected BPL branches (Bushwick, Crown Heights and New Lots) have been identified by the New York City Department of Planning as having a high concentration of foreign born residents. The East Flatbush area—adjacent to both the Crown Heights and New Lots branches—has also been identified by the 2015 US Census report as employing the highest number of childcare workers. The population of Bushwick is 29.2% foreign born and 56% speak a foreign language at home (47.1% speak Spanish; 6.6% speak Chinese). In Crown Heights, 39.6% are foreign born and 27.2% speak a foreign language at home (9.1% speak Haitian Creole; 8.6% speak Spanish; 7.4% speak Yiddish and/or Hebrew). In New Lots, 32.6% of the residents are foreign born with 22.2% speaking a foreign language at home (18.9% speak Spanish). Of the three locations, Crown Heights has the lowest poverty rate (21%) and unemployment rate (35%) compared to New Lots (31% and 41% respectively) and Bushwick (29% and 39%). Bushwick has the highest overall percentage of non-English speakers as well as the highest limited English proficiency (37%) compared to Crown Heights (12%) and New Lots (8%).

Curriculum Description

The *Growing Providers* training program will consist of 13 sessions over the course of each 12-16 week series. All sessions will be conducted at the BPL branch locations unless otherwise noted. The curriculum will support recommendations and guidelines promoted by the Urban Library Council and the American Academy of Pediatrics. Program components will include:

- Orientation session. BPL will host up to three orientation sessions prior to the start of each series, to be held at the branch location and at other nearby branches or a community location to widen the range of interested participants reached. The Project Coordinator will work with branch staff to schedule each orientation session. The two-hour sessions, led by the Project Coordinator with assistance from the branch Children's Librarian, will introduce potential participants to the scope of the series, its duration, any time and resource requirements they may need to commit to, and provide intake forms for participants to complete that will collect basic demographic information.
- Online registration assistance. Each branch's computer center will have a two-hour block reserved for program participants to complete the New York State online childcare registration orientation process (during which they will receive basic information, learn about potential obstacles to licensing, and obtain a licensing number and official application). The Program Coordinator will be available during these sessions to provide assistance and Spanish translation where required. A branch Technical Resource Specialist (TRS) will also be available to assist with technology questions.
- Overview of Early Child Development. During two three-hour sessions, led by a PDI representative and the Program Coordinator, participants will receive an overview of child development and early learning including the importance of attachment, relationships and interactions between caregivers, children and families as well as a summary of the ages and stages of early childhood development. CHCF will lead these sessions in Spanish for the series held at Bushwick.
- Early Literacy Activities. This three-hour session, led by the branch Children's Librarian and a PDI representative, will provide training in early literacy activities—such as reading aloud to children—and detail the

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impact that talking, singing and playing have on a child's development. A Children's Librarian fluent in Spanish will lead this session for the series held at Bushwick.

- The Business of Childcare. This four-hour session, held at Central Library's B&CC, will be led by a Business Counselor from BOC and assisted by BPL's Coordinator of Business & Career Services. Topics covered will include: regulations regarding group and family childcare, including requirements for physical space set-up and appropriate staffing; types and levels of required/recommended insurance; start-up costs; financing options; developing an operating budget; income sources including State vouchers and the Department of Agriculture's Child and Adult Care Food Program (CACFP); marketing techniques and strategies; and tracking expenses.
- Instruction on Health and Safety. Three five-hour sessions led by PDI staff and conducted at their office, located in Brooklyn Heights and at BPL locations. These sessions will cover safety and security procedures including effective communication between parents and caregivers, emergency preparedness and response practices and procedures, fire safety, pool and water sports safety, playground safety, supervising daily activities, and family engagement techniques.
- Mentoring and Technical Assistance. During these two two-hour drop-in sessions, when the majority of participants will complete their online State registration, PDI and BPL staff will be available to answer questions and offer guidance on a variety of topics or issues including developing professional development plans or assessing and preparing a proposed childcare environment, and provide access to technology (computers, printers) for participants to complete registration application requirements. CHCF will be responsible for conducting three of these sessions (extended to 3 hours each) in Spanish at Bushwick Library.
- American Red Cross accredited CPR & First-Aid training. An intensive six-hour session, led by PDI staff.
- Graduation Celebration. At this celebratory gathering, participants will receive a certificate documenting their successful completion of the training. Participants who complete the program will also receive a starter Early Literacy Kit created by BPL staff for use in their childcare center.

In addition to the above curriculum, participants will have the opportunity to attend one of BPL's *First Five Years* programs to see a story-time program in action. PDI staff will also offer participants the option of receiving up to two home visits to provide technical assistance in preparing their proposed childcare environment, and in charting and mapping the space they intend to use in their programs, which is a required element of the registration application (this task was particularly challenging to previous *Root Resource* participants).

Participants will be required to pre-register for the entire program series using their library card (cards will be issued to any participants who need them). At each session, they will sign-in, allowing BPL staff to track their participation. Participants will also complete surveys after each session to gauge its helpfulness, what the participants learned, any suggested changes they may have, and to provide BPL with important data in tracking project outputs and outcomes. The Program Coordinator and Program Assistant will also use program sessions as an opportunity to check-in informally with participants, monitor their progress in applying for a registration, and better gauge how the program can provide support. The training program curriculum will be revised, as necessary, by BPL staff and the project partners after the completion of each branch series.

After participants successfully obtain their state registration (usually 2-3 weeks after completing all registration requirements), PDI will offer assistance in joining the Aspire Registry (New York State's workforce registry) which will help them reach a large network of families seeking childcare services. They will also be referred to other agencies, particularly BOC and NYC's official Child Care Resource and Referral Consortium, for on-going professional development opportunities. The Program Coordinator and Program Assistant will make follow-up phone calls to participants 2-3 months after their completion of each *Growing Providers* series to monitor their progress and provide any further assistance or guidance as necessary.

Following the completion of each branch series, B&CC staff will dedicate four hours per week for one-on-one sessions with participants. These sessions will introduce individuals to additional business information resources as needed, provide assistance on questions regarding the State registration application process, and referrals to outside partner organizations for business planning assistance. Participants will also have access to business coaching

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assistance provided through BPL's *PowerUP! Business Planning Competition*, which provides free educational classes and business counseling to guide individuals in the practical steps for starting a small business.

Throughout the course of the training, participants will also learn about helpful free resources that are available to them at BPL including immigration information, citizenship classes, naturalization application services, and legal assistance. Assistance is also provided to new Americans working to improve their English fluency through English as a Second Language (ESL) classes and continuing education classes. Participants will also benefit from access to technology (free computer terminals, printers, and WiFi) at Central Library's Shelby White and Leon Levy Information Commons and at their local branches, and gain access to additional training programs via databases at B&CC. Project partners will also share information about their relevant resources.

Careful thought has already gone into how *Growing Providers* will be developed and implemented to ensure that the training model is in sync with New York State requirements while also responsive to requirements found in other states and municipalities. The program also aligns with the Urban Library Council's key areas of strategic focus in Education, Digital Inclusion, and Sustainable/Healthy Communities. In addition, the initiative responds to recommendations by the American Academy of Pediatrics for caregivers to read, talk, and sing to children from birth, treating early literacy as a health issue that supports the development of healthy communities.

Risks to the project

In the current political climate, there is a heightened level of apprehension within immigrant communities, particularly among undocumented individuals, especially in regard to governmental agencies and any activity that requires providing personal contact information and registration. There is a concern that this atmosphere might dampen the level of interest within the immigrant community in participating in a process that has as a central feature registering with a state government entity. We are hopeful that BPL's reputation as a safe space for all will reassure any prospective participants that their security will not be comprised through their involvement in the training program and registration process.

Another challenge that the project may face is the constantly shifting landscape of government regulations, not only between jurisdictions, but as a result of changing and evolving administrations. At both the local and federal level, there is a risk that policies and legal requirements may shift in a way that will require significant revisions to any training program designed to address a governmental application process. In addition, changes in an administration's priorities regarding childcare may have an impact on the value and efficacy of a childcare training program. Project staff will keep abreast of any developments related to regulations governing childcare registration as well as any policy shifts on State and Federal childcare funding, making sure to adjust the program curriculum accordingly as necessary.

Timeline

Growing Providers will begin in October 2017. From October to December, project staff will be recruited and hired, including the Project Coordinator and Program Assistant. Membership of the various advisory councils will also be confirmed. A contracted outside evaluator will meet with project staff, develop an evaluation plan, and outline the variety of data required and the methods for its collection. From January to March 2018, program staff and project partners will develop a training program curriculum and program guide in consultation with the advisory councils (described below). Marketing and promotional efforts will also begin in January 2018 to spread the word in targeted communities and generate interest in the program. These efforts will continue periodically throughout the project period. In April 2018, the first orientation sessions will be held and from May to July 2018, the first training series will be conducted at New Lots Library. The second round of orientation sessions will take place in August 2018 followed by the second training series at Crown Heights Library, from September to November 2018. BPL staff will also begin sharing initial program results at conferences whenever possible. In January 2019, the final orientation sessions will be held and the third training series will be conducted at Bushwick Library from February to April 2019. In summer 2019, the evaluator will begin conducting a full review of all project data.

BPL will also create English and Spanish program guides for the participants that will include information on New York State childcare provider registration and licensing procedures, information and resources related to each series'

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sessions, relevant local and city-wide childcare provider resources, a list of child development milestones, early literacy basics, sample early literacy ‘rich play’ activities, and age-appropriate book lists featuring titles available in the BPL collection. In addition, project partners will augment the guide with their own relevant resources. BPL’s Marketing & Communications department will assist in designing the program guide.

Tracking Progress

Attendance figures taken by program staff at orientations and over the course of each series will serve to track progress in meeting participation targets. Pre- and post-program evaluations will be developed and distributed during the course of the project. Where necessary, surveys will be available in other languages for non-English speaking participants. The intake surveys will be distributed, completed, and collected during each orientation session. The post-program surveys will be administered to all participants who successfully complete a training series (completion of the survey will be a series requirement). Surveys from early rounds of the training will be reviewed at the conclusion of each series and feedback will serve to guide any necessary modifications of the curriculum moving forward. As noted earlier, an outside evaluator will develop additional guidelines for data collection and, in May 2019, conduct a full review of all collected information. The results will illustrate the program’s impact and effectiveness in meeting projected outputs related to participants’ gaining knowledge, understanding, and navigating the State registration process and success in securing state registration.

Longer-term strategies to measure program outcomes will include tracking participants’ usage of their library cards at six month intervals to evaluate continued engagement with BPL programs and resources. For example, participants will be informed of BPL’s *PowerUP! Business Competition*—which provides free educational opportunities, services, and cash award incentives to Brooklyn’s diverse community of professionals and aspiring business owners—and registration will be monitored to determine if any past *Growing Provider* participants sign up. Similarly, semi-annual check-ins will be conducted with project partners to determine if program graduates continue to utilize BOC, PDI and CHCF for information resources and business assistance. BPL staff will reach out to program graduates on a semi-annual basis to determine their progress in launching and maintaining a childcare provider service including data on the number of children served. Staff will also check the *Aspire* registry to note program graduate participation.

Dissemination of Results

Beginning in the early fall of 2018, BPL staff will seek to present project findings at various professional conferences including the American Library Association (ALA), the New York Library Association (NYLA), the Association for Library Service to Children (ALSC), the National Association for the Education of Young Children (NAEYC), the Urban Library Council (ULC), the Young Child Expo & Conference, Zero to Three, and the National Association for Family Child Care. Articles written by project staff and partners will be pitched to respected publications such as *Library Journal*, the ALSC Blog, and other online platforms. As materials are created, they will be posted online and made available via such online resources as the ALA ThinkTank, ALSC-L and PUBYAC (Public Libraries, Young Adults, and Children) listservs, targeted Facebook groups, and other social media platforms. Staff will reach out to project partners for suggestions of additional conferences and publications that may have an interest in the project. Advisory council members will also be enlisted to discuss the project among their peers and in their communities. In the concluding five months of the project, key BPL project staff will make themselves available for inquiries from outside library personnel that are interested in implementing the program in their community. Additional dissemination strategies under consideration include creating an ALSC Webinar to disseminate the information to children’s librarians across the country.

Program Costs and Future Sustainability

Direct expenses required to successfully complete the project include: a full-time Program Coordinator (\$54,000/year, plus \$24,300 in benefits); a part-time (.4 FTE) Program Assistant (\$10,920/year); Contractor fees including: PDI (\$18,000), CHCF (\$12,000), and BOC (\$7,500); Outside Evaluator (\$5,000); Laptops for project staff (\$2,034); books and materials for Early Literacy Kits (\$6,540); staff conference travel (\$2,565); marketing materials including provider program guide, flyers, radio and print ads (\$5,000); indirect costs (\$25,566). Cost share of \$96,597 will include BPL project-related in-house staff time and fringe benefits, and graduation ceremony expenses.

Brooklyn Public Library – *Growing Providers* Childcare Training program

Pending the successful completion of the *Growing Providers* program, BPL will identify and solicit a variety of potential funders to continue the project into the future. Prospects include individual donors and foundations that focus on early childhood education and small business development.

3. National Impact

By developing and offering the *Growing Providers* training program and guiding at least 60 individuals through the New York State childcare provider registration process, BPL will facilitate the creation of between 30 and 60 new family childcare programs with the capacity to serve at least 240 and as many as 480 children from immigrant and low-income families to gain access to quality childcare that incorporates early literacy learning opportunities. Considering how significant the need is for low-cost childcare within such communities across the country, the scarcity of available spaces in State-approved centers, and the limited number of State-issued vouchers, these additional providers will have a significant impact on the lives of the children and families in their communities. For many families, local home-based childcare programs are the most cost-effective and time efficient alternative, since parents do not have to travel extensive distances to drop-off their children. The Library's program will also help to create economic opportunity for the individuals who receive the State registration. For a modest financial investment, these new childcare providers can create value and income from their residence while offering genuinely needed services to their neighbors.

Growing Providers will serve as a successful and concrete example of how libraries can operate as economic generators within their communities, providing empowering training and business assistance to underserved populations. Beyond providing access to information, education and resources, the project will demonstrate how libraries and librarians can be direct service providers able to identify community needs, develop programs that address them, and implement them within their own organizational structure.

Growing Providers will also address a variety of issues that remain pertinent and relevant to libraries and the communities they serve. These include: building a foundation for literacy and creating life-long learners by introducing childcare providers and the families and children they serve to the materials, resources and services that libraries provide; strengthening communities by providing economic stability for childcare providers as well as quality care for the working families they serve; and supporting the needs of immigrant families by offering a gateway to information regarding government regulations as well as business practices that may be unfamiliar to them. The program, which can be replicated nationally, positions libraries to play an active role in promoting the well-being of the families they serve as it is the intersection of two areas where libraries have proven to be highly effective: promoting early literacy and supporting business growth.

Online and in-person surveys will function as the primary tool for collecting information regarding the ability of BPL to address the needs of its community through the implementation of *Growing Providers*. In addition to demographic information and program effectiveness, the online pre-program surveys and in-person post-program surveys will collect information regarding participant perceptions of BPL as a provider of essential services and as a community resource. The information will help determine community perceptions of the Library as a valuable and effective community partner, and provide a baseline for measuring whether participation in the program strengthens or improves these perceptions. This data will be reviewed by the outside evaluator and the results will be shared in grant reporting and incorporated in any presentations that staff members make at local and national conferences.

Follow-up phone calls to participants, conducted two-to-three months after the completion of each *Growing Providers* series as well as at six month intervals after the conclusion of the project, will also assist in determining the effectiveness of the program in actually launching childcare service businesses. The information will help measure the number of participants who successfully registered with the State compared with the number of participants who then went on to open a home-based childcare center, as well as the number and demographics of the children that are being served. It will also measure how many actual childcare spaces the program helped to launch.

Discussions and feedback from project partners, as well as with the local and national advisory councils, throughout the duration of the project period will provide additional information on the progress and success of the project as

Brooklyn Public Library – *Growing Providers* Childcare Training program

well as its potential to impact other library systems and the various communities in need that exist across the country.

Project targets for determining success in achieving performance measures will include:

- Creating a program curriculum that can effectively train participants in early childhood development and early literacy training techniques;
- Devising a program that assists aspiring childcare providers, particularly low-level or non-English speakers, in navigating a state or municipal childcare registration process, and that is flexible enough to be adapted to varying regional standards;
- Developing and strengthening relationships with community partners including early childhood and immigrant services providers; and
- Establishing and strengthening additional community relationships that facilitate effective outreach to targeted communities of low-income and immigrant individuals and families.

If successful, the project will generate a customizable *Growing Providers* program curriculum (depending on available community partners and staff resources) that will be accessible online to library systems nationwide. Guidelines will also be provided to assist libraries in identifying and reaching out to appropriate project partners, including information on leveraging contacts from the project advisory council, using Aunt Bertha—a national directory of social service organizations, a list of lessons learned from the project’s partnerships and tips on conducting community outreach.

In addition to the English-language version, the curriculum will be available in Spanish with the potential for components to be translated into other languages (such as and Haitian Creole) as needed by BPL’s Language Access Team or via outside professional translation services. A digital *Growing Providers* participant program guide will also be available that will serve as an additional resource for libraries seeking to offer the program, as well as for individuals looking for information on how to become a childcare provider and navigate their local registration process. The curriculum and guidebook will be flexible enough that each community can adapt it to the regulations and requirements for childcare providers in their own states/municipalities. All materials will be available for unrestricted use under Creative Commons licensing and accessible on a dedicated page of BPL’s newly revamped website.

The project will advance local and national practice by sharing the program’s guidelines, curriculum, program guide, and other associated materials on BPL’s website. BPL staff will disseminate information on the project through presentations at library conferences and other professional gatherings. Project partners will also assist in promoting the program using their existing networks to share the project’s success with institutions of higher learning, children’s welfare organizations, and immigrant assistance programs. The project’s local and national advisory councils, which include representatives from organizations across the country, will also share news of the program within their communities. The project will offer a clear yet adaptable roadmap for library systems nationwide to establish partnerships with local childcare organizations and offer this training to communities in need.

Following the successful development of the *Growing Providers* curriculum, BPL will consider a variety of next steps. If a program expansion proves feasible, BPL will seek to attract individuals from the Chinese-speaking community to the program, working with community partners such as the Chinese American Planning Council. Other projects may include the creation of an early literacy training program that would serve existing childcare providers, area nannies, and others caregivers. The program would be led by BPL Children’s Librarians and would be offered at local branches or other community institutions. Participants would potentially earn a certificate acknowledging their completion of the training. In addition, with assistance from PDI, select BPL Children’s Librarians may be registered as certified early literacy trainers in the Aspire Registry. As noted earlier, BPL will conduct prospect research to identify new and additional sources of funding to ensure that *Growing Providers* can continue to serve the community. BPL staff will also seek out opportunities to continue growing the relationships that were established or enhanced with partner organizations and members of the advisory councils during the project period.

Brooklyn Public Library - *Growing Providers* - Schedule of Completion

Year One

Institution	Activity	2017			2018									
		Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	
BPL	Hire Program Coordinator & Assistant	█												
BPL	Convene Advisory Councils	█												
BPL/PDI/BOC	Create training curriculum				█									
BPL	Marketing & Promotion of Program				█							█		
BPL	Orientation Sessions							█					█	
BPL/PDI/BOC	Series 1 (New Lots Library)								█					
BPL/PDI/BOC	Series 2 (Crown Heights Library)												█	
BPL	Participant Evaluations								█				█	
BPL/CHCF	Coaching and Follow-up								█					

Year Two

Institution	Activity	2018			2019									
		Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	
BPL/PDI/BOC	Series 2 (continued)	█												
BPL	Marketing & Promotion of Program			█										
BPL	Orientation Sessions				█									
BPL/PDI/BOC	Series 3 (Bushwick Library)					█								
BPL	Participant Evaluations	█				█								
BPL	Final Review of Evaluations									█				
BPL/CHCF	Coaching and Follow-up	█												
BPL	Present Project Findings (potentially)	█						█		█				█

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.

The intellectual property status of all digital documents and information created and shared by Brooklyn Public Library (BPL) in regards to Growing Providers will belong to BPL. There will be no copyright. External organizations, including public library systems and non-profit organizations, will have access to a curriculum and other documents to download and manipulate for their own purposes. BPL will share information on the property rights and permissions on the credits page of the Growing Providers curriculum and in the credit section of other shared documents. BPL created Growing Providers as a replicable and adaptable program model with the goal of library systems nationally launching similar childcare provider training programs.

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.

BPL will be the owner of all digital documents created by BPL in regards to the Growing Providers program. A webpage within BPL's website will be created to highlight the program and digital content will be available for download. The page will include contact information for appropriate BPL staff and a section on replicating the program at other libraries nationally. BPL does not anticipate creating terms and conditions of use since materials are being created for the benefit of national dissemination.

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.

BPL will not create any products involving privacy concerns.

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.

BPL will create the following digital resources:

* a customizable Growing Providers program curriculum that will be accessible online to library systems and interested parties nationwide. Guidelines will also be provided to assist libraries in identifying and reaching out to appropriate project partners. In addition to the English-language version, the curriculum will be available in Spanish.

* An online Growing Providers participant handbook available for libraries to provide to their program participants, as well as for individuals looking for information on how to become a childcare provider and navigate their local registration process.

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.

To create the digital resources BPL will use Adobe Acrobat and Microsoft Office and work will be conducted on BPL-owned personal computers.

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).

Digital resources will be made available to the public as .pdf documents.

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).

The curriculum and participant handbook will be reviewed by all project staff and project partners as well as members of the project's local and national Advisory Councils before sharing broadly.

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).

BPL will save all documents on it's local network which is backed up nightly.

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).

The digital resources created through this program will not have any metadata.

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).

Digital content will be available for download. A webpage within BPL's website will be created to highlight the program. A section of the webpage will provide information on replicating the program at other libraries nationally as well as the email and phone number for contacting the applicable BPL staff for questions regarding the program guide and resources.

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.

Ready! Set! Kindergarten! <http://readyssetkindergarten.pbworks.com/w/page/63816677/Ready%20Set%20Kindergarten%20Home>
Brooklyn Connections <https://stage.bklynlibrary.org/brooklyncollection/connections/resources>
How to Research Your Industry <http://bklynlibrary.libguides.com/industry>
How to Research Your Target Customer <http://bklynlibrary.libguides.com/customer>
How to Research Your Competitors <http://bklynlibrary.libguides.com/competitors>

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?