Abstract

The lead applicant is Partners for Education at Berea College and collaborators include:
- Southwest Florida Promise Zone
- Southeastern Kentucky Promise Zone
- Eastern Puerto Rico Promise Zone
- South Carolina Low Country Promise Zone

During the planning period we will construct a framework for rural librarians that will help s*trengthen museums and libraries as essential partners in addressing the needs of their communiti*es. This project considers the complex challenges found in rural America where communities are faced with limited financial and people resources, low educational attainment, high-poverty and low economic opportunity. By developing a community anchor framework that incorporates adaptive leadership training and collective impact strategies, librarians will be better prepared to use cross-sector partnerships to accelerate outcomes.

The time frame for the project is 12 months from November 2018 to October 2019. The project is geared toward librarians working in rural Promise Zone communities and was designed during a convening of rural PZ coordinators where shared priorities were discussed.

The project activities are to (1) Establish population level result for PZ communities; (2) Conduct asset mapping of skills and training needs for each rural PZ library; (3) Develop the community anchor framework for rural libraries; (4) Train rural PZ librarians on the framework, and; (5) Perform an evaluation of the planning process.

The performance goals and measureable outcomes are:
- 60% of participating librarians Agree or Strongly agree with: My organization is better prepared to provide a program or service that addresses community needs.
- 80% of participating librarians Agree or Strongly agree with: My organization is better able to engage my community.
- 50% of participating librarians Agree or Strongly agree with: My organization is better prepared to develop and maintain on-going relationships with community partners.
- 50% of librarians Agree or Strongly agree with: My organization is better prepared to share knowledge and other resources as an active contributor to problem solving in the community.
- 75% of participating librarians Agree or Strongly agree with: The museum or library offers programs, services, or resources that address community need.

This planning grant supports the design of a curriculum to train rural librarians on the competencies needed to act as a community anchor. This project is significant in that it will result in a framework that can be shared with rural practitioners and replicated by rural libraries across the country.

Community Anchor Framework for Rural Libraries

Section 1: Statement of National Need:

==**What current, nationally significant challenge does your proposal address? Specifically, how will your project address the issues identified in the project category you selected?**==

This project addresses the complex challenges found in rural America where communities are faced with limited financial and people resources, low educational attainment, high-poverty and low economic opportunity. The objective of the project is to construct a framework for rural libraries that will help s*trengthen museums and libraries as essential partners in addressing the needs of their communiti*es.

The project will augment the knowledge of rural librarians in the **South Carolina Low Country**, **Southeastern Kentucky, Eastern Puerto Rico, and Southwest Florida Promise Zones (PZ).** The PZ designation was established to address inequities related to where a person resides, and gives high poverty communities a structure to engage the federal government and local leaders in efforts that increase economic activity, improve educational opportunities, and enhance public health[1]. The place where a person lives (specifically their zip code) is correlated to the likelihood of graduating high school, having positive health outcomes, and gaining access to economic opportunities[2]. Within the rural PZ communities there are 55 school and public libraries serving 399,847 residents. Of the 22 Promise Zones, four (4) are rural. Our project focuses on building capacity in these rural communities.

Each of our rural PZ communities has higher rates of poverty along with lower per capita income and educational attainment rates than the national average. Living in these PZ zip codes is a predictive indicator of the tough life our residents will lead. Rural America is interconnected to the needs of cities and suburbs and provides a critical mass of affordable and safe food, energy needs, clean drinking water and outdoor recreational activities. When rural America flourishes, the benefits are felt nationwide.

Our project addresses the issue identified in our project category by advancing the role of libraries as community anchors that support systems change in their community. This planning project is designed to strengthen the ability of librarians to bring together partners to address the complex needs in their communities and it will lead to a framework that can be scaled and replicated at the national level enabling librarians to significantly contribute to improved outcomes.

==**Who will benefit from the project? How have you identified or assessed the challenges or needs of this audience or participants?**==

The need for this project was highlighted at the 2016 convening of Promise Zone communities, when the Institute of Museums and Library Services (IMLS) shared project opportunities. During a later convening of rural PZs in Berea, Kentucky, the PZ coordinators discussed ideas for a shared project and this proposal, to create a community anchor framework for rural libraries, was developed. The rural Promise Zones included in this proposal are summarized below and demographic information is available in Section 3:

➢ **Eastern Puerto Rico:** The Eastern Puerto Rico PZ rejuvenates economic activity in the region, increases access to health care, improves educational opportunity, reduces violent crime, and jumpstarts job creation in the three communities of Ceiba, Fajarado, and Naguado.

➢ **Southwest Florida:** The Southwest Florida Promise Zone improves the quality of life and provides new opportunities for residents in Glades and Hendry counties and portion of Collier county.

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[1] https://www.hud.gov/program_offices/comm_planning/economicdevelopment/programs/pz
[2] https://www.rwjf.org/en/library/interactives/whereyouliveaffectshowlongyoulive.html

- ➢ **Southeastern Kentucky:** The Southeastern Kentucky Promise Zone engages the community in a collaborative process aimed at improving the overall quality of life in Bell, Clay, Harlan, Knox, Leslie, Letcher, Perry, and portions of Whitley county.
- ➢ **South Carolina Low Country:** The South Carolina PZ promotes collaboration to revitalize the community and improve the quality of life for residents in Allendale, Bamberg, Barnwell, Colleton, Hampton and Jasper counties.

How does this proposed project differ from, complement, or build upon theory, scholarship, and practice in this area?

The project focuses on rural libraries and the opportunity for them to drive systems change. It is extremely rare for libraries to be the anchor organization in a community's collective impact efforts. In rural communities, librarians are connected across all sectors and school and public libraries are positioned to be collective impact anchors. In this context, being a community anchor means our libraries will identify, establish, and refine methods for collaborations between the library and stakeholders to address the needs of children and youth.

Berea College, the lead education partner for the Southeastern Kentucky Promise Zone, will guide the planning efforts. Berea College has an established history in serving as a community anchor, and regularly hosts a rural advisory group to share best practices. Very few organizations in rural areas understand how to function as a community anchor, and Berea College is frequently called upon to explain approaches for anchoring collective impact efforts. Berea College successfully administered a National Historic Publications and Records Commission leadership institute grant for library archivists, we are a Results Count™[3] hub where we use our knowledge to make positive, measurable change for children and families, and we are a member of the StriveTogether Network where we are helping communities track progress toward systems change. We are building on the practices of all these experiences through this collaboration with libraries to design a framework and theory of action that can be put to use by them. The framework developed during planning will incorporate the voice of the librarian and explore successes, challenges and abilities that are specific to the needs of a rural library.

Section 2: Project Design
What are the goals, projected outcomes, and assumptions of your project?

The primary goal of our project is to develop a framework for use by rural librarians that will *strengthen museums and libraries as essential partners in addressing the needs of their communities.*

We have developed a logic model (Table 1) that describes the assumptions of the project, the project inputs, the activities that will be performed, the project outputs and the project outcomes. We believe that school and public libraries are hubs within their community. Libraries can be agents of change within their communities if they have a framework that uses the principles of adaptive leadership while accounting for the different cultural constructs that contribute to systems in rural communities. The framework will provide librarians the tools to use data to assess progress and change course; understand disparities that impact outcomes and opportunities; see themselves as agents of change; recognize the difference between adaptive and technical challenges, and; understand how to build consensus and make group decisions that move talk to action to results.

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[3] http://www.aecf.org/work/leadership-development/results-count/

Table 1: Logic Model

Goal: Strengthen museums and libraries as essential partners in addressing the needs of their communities. **Assumptions**: Rural libraries are hubs within their communities, but before they can help improve community outcomes, a framework that augments collective impact and adaptive leadership knowledge is essential. **Target Population**: Librarians in rural Promise Zones.

Inputs	Activities	Outputs	Outcomes
Adaptive Leadership Principles; Theory of Aligned Contribution; Community demographics; Librarian skills assessments; Survey Responses; Results Count™ Results Based Leadership knowledge; Results Based Accountability model; and StriveTogether collective impact Pillars (Shared Vision, Evidence-Based Decision Making, Collaborative Action, and Investment and Sustainability).	**Phase 1: Establish population level results**		• 60% of participating librarians Agree or Strongly agree with: My organization is better prepared to provide a program or service that addresses community needs. • 80% of participating librarians Agree or Strongly agree with: My organization is better able to engage my community. • 50% of participating librarians Agree or Strongly agree with: My organization is better prepared to develop and maintain on-going relationships with community partners. • 50% of librarians Agree or Strongly agree with: My organization is better prepared to share knowledge and other resources as an active contributor to problem solving in the community. • 75% of participating librarians Agree or Strongly agree with: The museum or library offers programs, services, or resources that address community needs.
	Hold webinars, phone calls	Librarians have a shared outcome and vision for framework.	
	Phase II: Asset mapping of skills and training needs		
	Surveys to collect data and webinars	Asset map of current skills is completed.	
	Phase III: Community Anchor Framework		
	Webinars, surveys, phone calls, draft documents, training consultant input	Curriculum developed to present at culminating conference	
	Phase IV: Training		
	Culminating conference, survey, training consultant	A conference is held to share the framework.	
	Phase V: Evaluation		
	Evaluation survey, conference calls, national evaluator review	Results of project are collected and analyzed with a final report prepared.	

What are the potential risks to the project and are they accounted for in the work plan?

We have identified two specific inter-related risks to the project which are **financial resources** and **capacity** of PZ libraries. First, rural areas face significant challenges in raising funds because community wealth is minimal. All of our libraries are located in high-poverty, low-income areas of the country. These rural regions have a much lower tax base than larger urban or suburban regions which results in less financial resources to provide professional development for staff. Our project addresses this issue by developing and testing a community anchor framework during planning. This removes the cost barrier for librarians as a risk factor to participation. Further, the concept of collective impact is built on common measures and sustainability plans that enable organizations stretched for funding to prioritize solutions based on their community needs. These elements will be incorporated into the framework and shared as part of a culminating leadership training.

Second, there is a lack of staffing **capacity** in rural areas. Many of our libraries are served by a few full-time staff along with volunteers. The full-time staff must see to the day-to-day activities and have limited time to participate in projects. We have addressed this risk in our plan by using digital tools such as webinars and conference calls that will enable librarians to save time. Additionally, our community anchor theory is built on the idea that groups with shared outcomes will leverage staff in support of activities that accelerate results. With this in mind, organizations are better able to use staff in a way that supports results. Our work plan accounts for capacity issues through the adaptive leadership training that librarians will receive as a part of the framework.

How are project activities informed by appropriate theory and practice?

The project design is based off of the Theory of Aligned Contribution which suggests that *population level changes are most likely to occur if a core group of multi-sector, cross-agency leaders not only respond to a call to action, but also take aligned actions at scope and scale towards a result*[4]. We have seen value in this approach and our project is informed by the belief that libraries, whether in public or in school settings, are uniquely positioned in rural areas to serve in a community anchor role to convene various partners around a shared vision for the community. There have been other frameworks, such as the *Library-Community Convergence Framework for Community Action: Extending the Library as a Catalyst for Social Change*, developed for libraries to serve as social change agents[5]. Our approach builds on this research while focusing on community change using a rural lens and includes the added element of adaptive leadership.

When and in what sequence will activities occur?

The project includes five (5) distinct phases during the planning year. The work begins with the librarians establishing a population level result for all rural PZ children and youth and continues with the development of a rural community anchor framework. The framework aligns stakeholders around the result. The phases are summarized below and our timeline is shown in the attached Schedule of Completion.

- **Establish population level result for PZ communities (November 2018)**: PZ librarians and coordinators will be engaged in virtual discussions to establish a population level result.
- **Asset mapping of skills and training needs for each rural PZ library (December 2018 to February 2019)**: Berea College will work with librarians and coordinators in the PZ to identify gaps and opportunities and include an analysis of proficiencies related to meeting facilitation, collective impact efforts, grant writing, leadership styles, community engagement, communications, marketing, program design, data collection and program review.
- **Develop the community anchor framework for rural libraries (March to July 2019)**: A framework will be developed that guides library efforts to align community stakeholders in working toward the population result by developing strong cross-sector partnerships. PZ librarians and coordinators will participate via calls and webinars.

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[4] Pillsbury and Goddard-Truitt. http://www.sherbrookeconsulting.com/products/TOAC.pdf
[5] https://cloudfront.escholarship.org/dist/prd/content/qt0mc418bg/qt0mc418bg.pdf

- **Train rural PZ librarians (August 2019):** Twelve librarians and coordinators will attend a conference where the framework will be shared. The conference will include professional development sessions designed to train librarians on elements of the framework. The training will support our librarians' efforts to serve as community anchors and implement the framework in his or her community.
- **Perform an evaluation of the planning process (September to October 2019):** An evaluation of the community anchor framework for rural libraries will be conducted. The evaluation will assess the quality and value of the framework and the professional development and examine if we met our performance measures (Table 2).

How does the project design allow for input, consensus building, and buy-in from others inside or outside the field? If the project involves working with the community/public how will their perspectives and contributions incorporated in to the project design?

As described above, the project includes significant input from librarians and PZ coordinators during Phases I to III of the project. In Phase I the librarians will build consensus on a shared vision for the work. The librarians will give input into the asset mapping for current skills and the asset map deliverable is based solely on the data shared by the librarians. The framework will be designed after considering the opportunities and gaps shared by the librarians and will incorporate the challenges and issues from a rural librarian perspective. The final training enables the participating librarians to have buy-in on the framework and they will be given a chance to give feedback on the process for continuous improvement efforts.

Who is the audience for the project and how will they participate?

The audience for the project is librarians in schools and public libraries in rural PZ communities. The participants will be engaged through phone calls, webinars and a final in person training event where the framework will be shared. Participants will also complete online surveys throughout the planning process to assess needs and gauge progress on the project. We have collected letters of commitment from coordinators and librarians in the PZs agreeing to (1) Participate in virtual calls to support efforts to establish a population level result for the work of the libraries; (2) Support Berea College with completing an asset mapping of skills and training needs for library staff in the community; (3) Provide feedback to Berea College via email and on phone calls as we develop a community anchor framework for rural libraries; (4) Attend the culminating training to learn about the framework; and (5) Complete a final evaluation of the planning process.

If applicable, what are your plans to meet the needs of underserved communities? How are those needs assessed and those communities involved in creating and implementing parts of your work plan?

Librarians from each PZ will be fully engaged in every phase of the project. The asset mapping phase will help us identify areas where rural librarians have strengths and reflect possible gaps that should be addressed in the framework. Through this process we will support these high-poverty rural PZ librarians with understanding how the Theory of Aligned Contributions improves community collaborations and assist librarians with understanding opportunities to support systems change. At the culminating event, 12 librarians will receive intensive leadership training using a framework designed during the planning period.

Who will plan, implement, and manage your project?

Partners for Education at Berea College will lead the project. Partners for Education was established as a college department to ensure *All Appalachian Students Succeed* and has successfully implemented federal programs for several decades. Over the last 20 years, Partners for Education has grown from a partnership between the college and one high-poverty school district to partnerships between the college, 33 school districts and multiple cross-sector partners. Berea College is committed to developing strategies to increase impact and capacity in rural areas. A summary of key staff who will guide the project is outlined below.

Executive Director: Dreama Gentry, J.D., is the executive director of Partners for Education at Berea College. Gentry has dual reporting to the President of the college and to the Vice-President for Strategic

Initiatives. Gentry brings 22 years' experience designing, implementing and managing community partnerships in rural Appalachia. A first-generation college student from rural Appalachia, Gentry has overseen several federal grant programs (GEAR UP, Promise Neighborhoods) and has a demonstrated experience in supporting programs to meet or exceed objectives.

Chief Strategy and Finance Officer: Penny Jordan, EdD serves as the chief strategy and finance officer and reports to the executive director. Jordan has nearly 20 years of experience working in leadership positions in grant development, finance, operations, and strategic planning for non-profit organizations. Jordan has received qualification as a Results Based Facilitation practitioner and has responsibility around planning and implementation of external capacity building programs built on the frameworks of collective impact and the Annie E. Casey Foundation's Results Count™.

Director of Rural Impact- (20% FTE)*:* The director of rural impact from the Partners for Education department will be assigned to the project. The director reports to the chief strategy and finance officer and will manage the day-to-day activities of the project. The director will be responsible for developing and refining program operations to ensure that objectives are met and will work closely with the librarians, PZ Coordinators, training consultant and project evaluator.

==**What time, personnel, financial, and other resources will you need to carry out the activities?**==
The project will require a 20% effort in grant funds for the director of rural impact. This role is a full-time position that focuses on building the capacity of leaders in rural America to improve community level educational outcomes. The director works closely with all stakeholders integral to the project to maintain communication and engagement of stakeholders. The director is responsible for continuous improvement, project management and compliance with all organizational and funder requirements for the assigned project. The director provides training and support to team members, and utilizes a results based facilitation framework with assigned projects. The project includes an in person meeting to deliver the framework. A majority of the planning funds (73%) will be used for staff time and the culminating conference.

==**How will you track your progress toward achieving projected goals and intended outcomes? How will you include evaluation and performance measurement in your plan?**==
Partners for Education will track progress through each phase of the planning period using several assessment and project management tools such as a Gantt chart and activity scheduling tools through programs such as Trello. A summary of activities with performance measures for each activity is found in Table 2.

Additionally as required in Appendix 3: *Performance Measure Statements and Information to be Collected and Reported for Learning and Community Projects*, Partners for Education will track and collect the specific information related to our selected performance measure - *Strengthen museums and libraries as essential partners in addressing the needs of their communitie*s - and our evaluation survey instruments will include data to collect (1) the total number of responses, (2) the number of responses per answer option and (3) the number of non-responses for the following questions:

- My organization is better prepared to provide a program or service that addresses community needs.
- My organization is better able to engage my community.
- My organization is better prepared to develop and maintain on-going relationships with community partners.
- My organization is better prepared to share knowledge and other resources as an active contributor to problem solving in the community.
- The museum or library offers programs, services, or resources that address community needs.

Table 2: Performance Measures for Tracking Progress

Phase	Planned Activities	Performance Measures/Data Collected
1. Establish population level result	1.A-Hold introduction webinar	PM 1.A.1 - # of attendees
	1.B-Send pre-meeting materials (Theory of Aligned Contribution and Visioning Statement Activity)	PM 1.B.1 - Materials sent at least 5 days prior to meeting
	1.C-Host visioning webinar	PM 1.C.1 - # of invites PM 1.C.2- % of participants
	1.D-Finalize vision statement	PM 1.D.1 - # of participants PM 1.D.2 # of participants agreeing to vision
2. Asset mapping of skills and training needs	2.A-Begin to develop skills and needs survey	PM 2.A.1 - Draft survey prepared on schedule PM 2.A.2 - Survey includes language from IMLS PM's
	2.B-Hold webinar to gain feedback on survey tool	PM 2.B.1 - # of participants
	2.C-Send survey	PM 2.C.1- Survey disseminated timely
	2.D-Tally survey responses	PM 2.D.1- # of respondents PM 2.D.2- # of fully completed responses
	2.E-Obtain bids and contract with consultant to support training and evaluator to support final assessment	PM 2.E.1 - Contracts executed timely PM 2.E.2 - Contracts executed within budget
3. Develop the community anchor framework	3.A-Draft framework based on survey	PM 3.A.1 - Draft completed on schedule
	3.B-Hold webinars to share drafts	PM 3.B.1- # of participants
	3.C-Revise and update framework based on feedback	PM 3.C.1- Revision completed timely
	3.D-Work with consultant from 2.E to codify framework	PM 3.D.1 - Framework completed timely
4. Train rural PZ librarians	4.A-Obtain quotes for venue and secure site	PM 4.A.1 - Quotes obtained timely PM 4.A.2- Cost for venue within budget
	4.B-Confirm conference attendees	PM 4.B.1 - # of participants
	4.C-Book Travel for participants	PM 4.C.1 - Travel booked at least 6 weeks in advance
	4.D-Finalize codification of curriculum	PM 4.D.1 - Curriculum completed timely
	4.E-Hold training	PM 4.E.1 - # of participants PM 4.E.2- % Agree/Strongly Agree on conference survey
5. Perform an evaluation of the planning process	5.A-Develop survey with consultant and evaluator	PM 5.A.1- Survey completed timely
	5.B-Send survey tool to participants	PM 5.B.1 - Survey sent on schedule
	5.C-Assess survey results	PM 5.C.1 - #/% of responses PM 5.C.2 - #/% of respondents indicating *Agree* or *Strongly Agree* to IMLS required reporting goals

How and with whom will you share your project findings? How will results of the project be made available?

Berea College has a dedicated marketing and communications team that will create and share project results. We plan to share our project findings with all participants via email, webinars and at the culminating convening. We also anticipate sharing the final framework publically via our website, through white paper dissemination and at national conferences such as our Rural College Access and Success Summit. Finally, we will provide participating communities with press releases that they can share within their own communities. Table 3 outlines the items we intend to share and the mechanisms and timelines for sharing.

Table 3: Dissemination Plan

Item	Sharing Mechanism	Shared with Who	When
Vision statement for Rural Communities	Email and Webinar	Participants, IMLS	December 2018 and ongoing
Asset Mapping of Skills	Email	Participants, IMLS	February 2019 and ongoing
Community Anchor Framework	Email and Webinars	Participants	April to July 2019
	National Convening	Participants	August 2019
	White Paper, Website, Community Press Releases	Public	October 2019 and ongoing
	Other National Conferences	Public	Ongoing after October 2019
	Final Report	IMLS	October 2019/As required
Project Evaluation	Email	Participants	October 2019
	White Paper, Website	Public	October 2019, ongoing
	National Conferences	Public and Library Associations	Ongoing
	Final Report	IMLS	October 2019/As required.

Section 3: Diversity Plan

Who are the diverse or underserved communities that will be served by this project and how were they identified?

Despite the War on Poverty, rural communities still struggle to build a modern economy and sustain middle-class workers. Rural Americans work hard, but continue to face difficulties in getting ahead. To uphold a commitment to the middle-class, President Obama launched the Promise Zone initiative in 2014 to help community leaders expand opportunity and accelerate economic growth. The Promise Zone initiative emphasizes evidence-based approaches to assisting high-poverty communities in working collaboratively with local leaders and the federal government to find solutions that meet the specific needs of the community.

The communities that will be served by this project include rural Promise Zones in **Southwest Florida, Southeastern Kentucky, Eastern Puerto Rico** and **Low Country South Carolina**. Although there are many rural areas in the country, these communities were selected because they are united by the Promise Zone designation and have served as a peer learning community for each other for several years. Each PZ has a coordinator that regularly participates in webinars and calls to share best practices and to discuss opportunities that will improve outcomes from education to economic development.

Each community shares significant issues around unemployment, poverty, limited access to services, remoteness, and under education. These communities are connected through a Promise Zone coordinator and share similar goals to improve the quality of life for residents. This project is aligned with the objectives of each

Promise Zone and increase the community's ability to address deeply embedded systemic issues through adaptive leadership techniques.

What are the unique needs of the community members that will be served by this project?

Although each community is characterized by high poverty, low per capita income, and low bachelor degree rates as compared to the national average, each community is different. The racial makeup varies as well as the environmental conditions for each area. The flat geography of South Carolina and Florida are similar, while Kentucky's Promise Zone is located in primarily landlocked mountainous towns and the Puerto Rico PZ is surrounded by water. A summary of the demographics of each community is in Table 4.

As part of planning, an asset map outlining the skills and abilities of the librarians will be performed. This map will highlight some of the differences and parallels in each community.

Table 4: Promise Community Demographics

Promise Zone	Population	Poverty Rate	Per Capita Income	Percent Minority	Bachelor Degree Rate	Number of School Districts and Public Libraries
Florida	76,348	31.2%	$17,913	19.5%	9%	9
Kentucky	199,682	28.1%	$16,065	3.4%	17.9%	23
Puerto Rico	33,813	46.3%	$10,392	39.7%	19.6%	7
South Carolina	90,004	30.4%	$18,345	52.2%	14.5%	16
United States		12.7%	$29,829	23.1%	30.3%	

How will the proposed project address the needs of those communities? How is the community involved in defining the needs and in the implementation of the project?

We have learned that to serve as a community anchor, it is crucial for local residents to develop adaptive leadership skills to solve the distinctive contextual challenges experienced in rural communities. Adaptive leaders are those that can guide organizations, communities, and individuals in finding solutions and strategies to address systemic problems when there are no simple answers[6]. We have also learned that data collection and review, regular communication, and continuous improvement activities are fundamental sequences in an effective community anchor structure. This framework will address the needs of rural communities and rural librarians will be engaged throughout the planning process to inform the framework and provide feedback.

Section 4: National Impact:

How might your project scale, transform practice, or otherwise lead to systemic change within the community and at the national level?

According to data from the United States Department of Agriculture (USDA), rural America is significant and includes *72% of the nation's land and 46 million people[7]*. Rural libraries are particularly situated to build connections among people, organizations, and government. We believe that rural libraries are hubs within their communities, but before they can help improve community outcomes, a framework that augments collective impact and adaptive leadership knowledge is essential. The libraries in our PZ communities are dedicated to increasing educational opportunities, and understand that successful efforts require a strong cross-sector approach. Our libraries realize that education is intricately tied to many aspects of the community. Young people cannot achieve if they do not have adequate housing, food, and medical care, or if they do not have hope

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[6] http://www4.ncsu.edu/unity/users/p/padilla/www/435-Leadership/Heifetz%20and%20Laurie%20The%20work%20of%20leadership.pdf

[7] https://www.usda.gov/ruralprosperity

and aspirations. In rural communities, organizations often work in silos, rarely collaborating to achieve population level outcomes. We find that it is not that people do not want to work together; rather that they do not have the skills and tools needed to effectively do so.

This project is significant in that it will result in a framework that can be shared with rural practitioners and replicated by rural libraries across the country. Also of significance, the planning period supports the design of a curriculum to train rural librarians on the competencies needed to act as a community anchor.

What are the findings or products from this project that will benefit multiple institutions and audiences?

There are several articles, strategies, and frameworks that can be utilized by libraries to consider collective impact efforts; however there none that focus specifically on the distinctive contextual considerations faced by rural librarians while incorporating a leadership based approach. Our project will include these different elements to ensure the approach considers the uniqueness of rural challenges and will benefit all rural libraries. The framework can be scaled and shared at the national level with other rural communities.

How will you ensure project products are readily adaptable to other institutions and communities?

Although the rural Promise Zones share many similarities, every rural area has distinct issues. In the Southeastern Kentucky Promise Zone, for instance, the opioid crisis is at epidemic proportions. This is not necessarily the same issue faced by colleagues in Florida, Puerto Rico and South Carolina. Florida and Puerto Rico, for example, deal with significant environmental and weather challenges that compound the poverty and high unemployment. This project is adaptable to other rural areas because the concept of collective impact allows for communities to lift up the specific challenges of their region, while recognizing that rural areas share common issues related to financial resources, remoteness, and resident capacity.

Referring to the Performance Goal(s) and Performance Measure Statement(s) selected on the Program Information Sheet prepared for your application, how will you collect and report the corresponding data?

The performance goal for the project -Strengthen museums and libraries as essential partners in addressing the needs of their communities - is found in the Logic Model and specific results to assess project success are shown below. We will use surveys created in conjunction with an evaluator and using IMLS measures to assess whether the goals have been achieved.

- 60% of participating librarians Agree or Strongly agree with: My organization is better prepared to provide a program or service that addresses community needs.
- 80% of participating librarians Agree or Strongly agree with: My organization is better able to engage my community.
- 50% of participating librarians Agree or Strongly agree with: My organization is better prepared to develop and maintain on-going relationships with community partners.
- 50% of librarians Agree or Strongly agree with: My organization is better prepared to share knowledge and other resources as an active contributor to problem solving in the community.
- 75% of participating librarians Agree or Strongly agree with: The museum or library offers programs, services, or resources that address community needs.

What are the benchmarks for the project's performance measures? How will you measure success with these benchmarks?

Detailed benchmarks for the project are listed in section B (Project Design) in Table 2 and in the Schedule of Completion. We will use project management tools like Trello to track our progress toward the performance measures. Success will be measured by determining if we are on time and within budget for each phase. Additionally success will be determined if we meet the minimum number of participants to support planning and attend the conference.

Schedule of Completion: Partners for Education Community Anchor Framework

Planning Activities	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Future
1. Establish population level result													
1.A-Hold introduction webinar	■												
1.B-Send premeeting materials (Theory of Aligned Contribution and Visioning Statement Activity)	■												
1.C-Host visioning webinar	■												
1.D-Finalize vision statement		■											
2. Asset mapping of skills and training needs													
2.A-Begin to develop skills and needs survey		■											
2.B-Hold webinar to gain feedback from participants on survey tool			■										
2.C-Send survey			■										
2.D-Tally survey responses				■									
2.E-Obtain bids and contract with consultant to support training and evaluator to support final assessment		■	■	■									
3. Develop the community anchor framework													
3.A-Draft framework based on survey					■								
3.B-Hold webinars to share drafts						■	■	■					
3.C-Revise and update framework based on feedback								■	■				
3.D-Work with consultant from 2.E to codify framework					■	■	■	■	■				
4. Train rural PZ librarians													
4.A-Obtain quotes for venue and secure site						■	■						
4.B-Confirm conference attendees							■						
4.C-Book Travel for participants									■				
4.D-Finalize codification of curriculum									■				
4.E-Hold training										■			
5. Perform an evaluation of the planning process													
5.A-Develop survey with consultant and evaluator					■	■	■	■	■	■	■		
5.B-Send survey tool to participants											■		
5.C-Assess survey results												■	
5.D-Share findings with other rural communities												■	■

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

☒   Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

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

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

Part III. Projects Developing Software

A. General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

A.1 Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?