

OVERVIEW. The Pacific Library Partnership (PLP) in collaboration with the Bay Area Discovery Museum's Center for Childhood Creativity (CCC), respectfully seeks funding in the amount of \$249,000 to expand the [Reimagining School Readiness Toolkit](#), developed by the CCC and California State Library, and scale it nationally, training over 1,500 librarians. Funding will support the implementation of a 3-year professional development and continuing education program (**project type**) through a project grant (**funding category**), supporting the capacity of librarians through cross-disciplinary and inquiry-based lifelong learning opportunities (**project category**). This project will include (Year 1) testing and refining the existing toolkit with 150 facilitators from 3 state library systems and networks; (Year 2) training 20 facilitators from 8 states through a train-the-trainer model where participants are then responsible for training library cohorts in their own state; (Year 3) training 25 facilitators from 10 new states who will become certified trainers and continue to deploy the toolkit throughout their library systems. We will also evaluate and iterate upon the toolkit over the 3-year period. As a result, over 1,500 librarians across the U.S. will have the training and resources to intentionally incorporate research-backed concepts and activities that promote school readiness in early learning opportunities. Key project partners include the California State Library (CSL) as well as library administrators and directors at [Oklahoma Museum Network](#) and [Arkansas Discovery Network](#). We will partner with a state library system from a third state for Year 1 (yet to be confirmed), and we have had tentative conversations with Montana State Library for Years 2-3, with formal commitment pending the invitation to submit a full proposal.

IDENTIFIED NEED. At least 59% of 4-year olds nationwide are not enrolled in public preschools, and access to high-quality early education is dependent upon race, geography, and socioeconomic status ([U.S. Department of Education](#), 2015). No matter their economic or educational background, all parents want their children to be successful and research shows that the ages of 0-8 are critical to developing the skills (e.g. social emotional, executive function, math, literacy) that predict future success in life ([Center for Childhood Creativity](#), 2016; [Institute for Museum and Library Services](#), 2013). Libraries are a safe, accessible, and trusted place in the community where all are welcome. Providing school readiness programming in libraries not only offers learning opportunities for the child, but also their parents, grandparents, and caregivers. Library staff do not need to be experts in early childhood education to play an important role in the lives of families in their community. This toolkit provides them with the library-tested resources and activities that they need to provide evidence-based school readiness programming.

DIVERSITY PLAN. The research-backed toolkit was initially developed and field-tested in public libraries throughout California. We will partner with libraries in rural, suburban, and urban areas nationwide, ensuring that the toolkit is relevant to diverse socioeconomic and geographic audiences. In Year 1, we will test the toolkit in other states to determine if additional resources are necessary to meet the unique needs of these communities and adapt the toolkit accordingly.

IMPACT. This project will have a national impact, providing over 1,500 librarians in rural and urban library systems with the resources, training and support to meet the needs of their own diverse communities. In addition, this project will engage museum and library practitioners jointly, creating interdisciplinary communities of practice. We are also committed to sharing the results of these trainings and evaluation with the broader library and museum community through conferences, including the Association for Library Service to Children and the Association of Children's Museums. In order to measure the program's impact, evaluation will focus on what aspects of the various models (state library, museum network, statewide STEM networks) contribute to the success or challenges of wide scale dissemination of the toolkit, and what are the necessary components of a train-the-trainer program.

GOALS AND OUTCOMES. The Reimagining School Readiness for Libraries project's specific goals are to provide research-backed strategies and resources to support school readiness programming in

libraries; enhance the work of library staff with children (ages 0-8 yrs.) and their families; and to provide parents and caregivers with resources that help their children succeed in both school and life.

PROPOSED WORK PLAN. CSL partnered with the CCC in 2016-18 to integrate the CCC's research in [Reimagining School Readiness: A Position Paper with Key Findings](#) into hands-on programming offered at public libraries throughout California. The CCC developed the [Reimagining School Readiness Toolkit](#) by piloting it with 6 California libraries, and then refining and disseminating the toolkit statewide in 2018. To scale this initiative, we will partner with regional and statewide library systems and hybrid museum and library networks to refine the toolkit and then create a train-the-trainer program to disseminate these tools broadly. Each of the 45 certified trainers will be responsible for training at least 35 people in their individual library systems. By the end of Year 3, there will be over 1,500 trained library staff in 18 states.

Year 1 (7/2019-6/2020): PLP and CCC will partner with state and regional library systems in 3 states, including Oklahoma and Arkansas, and hold one full-day training in each state for up to 50 participants per training. As we pilot the toolkit in these 3 states, we will assess the toolkit's efficacy and relevance and make any changes to ensure that it is applicable to library systems nationwide. Following the 3 trainings, there will be an application process for specific library branches in those states to test the toolkit for 6 months, and participate in surveys and staff interviews for evaluation purposes.

Year 2 (7/2020-6/2021): The second year of the project will be devoted to incorporating feedback from the testing period in Year 1 and making any necessary changes to the toolkit to accommodate a broader, national audience. Then, we will develop a specific train-the-trainer program and deliver it to the three Year 1 partners and 5 new state and regional library systems. An external evaluator will attend this initial training, and monitor the roll-out of the train-the-trainer model in each of the participating library systems. We will establish a community network of librarians participating in the project, and the CCC will oversee and support this community of practice. The second year of the project will also conclude by analyzing the results of the evaluation, and the project will be adapted as needed in order to best serve the different needs of each unique state library system.

Year 3 (7/2021-6/2022): In Year 3, we will scale the train-the-trainer program more broadly with an additional 10 states, based on the evaluation conducted in Year 2, and incorporate other state library systems, regional networks, or national partners. The 25 certified trainers (2 per state, with 5 extra spots for Year 1/2 partners) will continue to expand the toolkit's impact through ongoing trainings. In Year 3, the project will continue to be evaluated through data from project processes, participant interviews and surveys, and project outcomes to assess the efficacy of model.

PROJECT PERSONNEL. [Pacific Library Partnership](#) (PLP), [Center for Childhood Creativity](#) (CCC), and [California State Library](#) (CSL) are the primary institutional partners. Additional partners will be identified to collaborate as program trainers and workshop facilitators. Overall, project personnel include: Project Director: [Carol Frost](#), PLP. Institutional Partners: [Lisa Regalla](#), CCC; [Suzanne Flint](#), CSL.

ESTIMATED BUDGET SUMMARY. The total project cost for Reimagining School Readiness over 3-year is \$398,454. The CCC will support a cost of \$149,454 for three project consultants. PLP will request \$249,000 to fund the project over a 3-year period. This includes 1) approximately \$34,648 for PLP project management; 2) approximately \$27,510 for contracting with CCC and CSL to serve as project coordinators, consultants, trainers, and curriculum developers; 3) approximately \$51,632 for project evaluation, graphic design, printing, editing, program supplies, and technology and a Zoom video communications plan; 4) approximately \$2,025 for translation expenses, all parent-facing resources in the toolkit are currently available in six languages (English, Spanish, Chinese, Tagalog, Farsi, Vietnamese); 5) approximately \$36,300 in travel, transportation, lodging, and training expenses for cohort participants and locations; 6) approximately \$96,885 in mini-grants to training sites, with \$2,295 per site for three training sites in Year 1, \$5,000 per site for eight training sites in Year 2, and \$5,000 per site for eight training sites in Year 3; **Total Requested: \$249,000.**