



LAURA BUSH 21st CENTURY LIBRARIAN PROGRAM

Sample Application RE-259015-OLS-25
Project Category: Community-Centered Implementation

CNMI Joeten-Kiyu Public Library

Amount awarded by IMLS: \$100,000

Joeten Kiyu Public Library, the State Library of the Commonwealth of the Northern Mariana Islands will implement a program to provide professional development for library staff, with a focus on enhancing their skills and knowledge to better serve the evolving needs of the community. The program will consist of a series of workshops, webinars and on-the-job training opportunities that will cover topics such as asset mapping techniques, community engagement strategies, facilitation, and collaboration skills. By providing professional development funding and training in asset mapping and facilitation skills, this project will empower library staff to: identify and leverage community assets; develop and implement effective community engagement strategies; enhance existing library services and develop new programs and initiatives; build strong and sustainable partnerships with community organizations; and foster a culture of continuous learning and improvement within the library.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of completion

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

INTRODUCTION

The Joeten-Kiyu Public Library's "Strengthening Library Staff Capacity: A Community Centered Approach Project," also known as "Satba Komunidat," is seeking \$100,000 in funding support from the Institute of Museum and Library Services (IMLS)' Community Centered Implementation Grant. These funds will be used to provide professional development for library staff, with a focus on enhancing their skills and knowledge to better serve the evolving needs of the community.

Libraries have always played a crucial role in community development, offering essential resources, programs, and services that empower individuals and promote overall well-being. However, the role of libraries has shifted over time, requiring library staff to adapt and continuously develop their expertise. This project aims to support this ongoing development, ensuring that library staff are equipped to meet the changing demands of their communities.

The year-long professional development training will utilize three key resources: Bloom's Taxonomy and SMART Goals from Supplemental Instruction at DePaul University Strategy Cards Adapted from the International Center for Supplemental Instruction(SI) ¹ and Asset Mapping². By incorporating these valuable tools, the project will provide library staff with the knowledge and skills needed to effectively engage with their communities and facilitate positive change.

Ultimately, the goal of this project is to strengthen the capacity of library staff, enabling them to better serve their communities and foster a sense of belonging and empowerment among all residents. By investing in professional development, the Joeten-Kiyu Public Library is demonstrating its commitment to community-centered service and its recognition of the vital role that libraries play in society.

PROJECT JUSTIFICATION

Following the global aftermath of the COVID-19 pandemic, the Commonwealth of the Northern Mariana Islands' (CNMI) economy has not been able to fully recover. Being situated in the western Pacific region with tourism from Asia accounting for 90% of our economy, the Joeten-Kiyu Public Library was placed under austerity measures in FY2023 to FY2024. JKPL library hours of operation and personnel were cut by 10% creating a resounding disservice to the community³. Since early FY2025, government hours have been restored with austerity measures looming as a government dependent on tourism remains on a downward trend⁴.

It is during these turbulent economic crises that libraries continue to remain open and staffed by trained personnel. Libraries are uniquely positioned to serve as community hubs that provide resources, programs, and services to meet the diverse needs of their patrons; however, in order to effectively support their communities, library staff must have the skills and knowledge necessary to engage with and empower community members. Asset mapping is a tool that can help libraries identify and leverage their existing resources and strengths in order to better serve their communities. Providing professional development funding for the workforce would allow the library to invest in its employees' skills and knowledge, leading to improved service delivery and increased efficiency. It would also help to attract and retain talented library professionals, ensuring a strong and sustainable workforce for the future. By addressing the need for professional development funding, the library can overcome the challenge of providing high-quality library services with limited resources. Using Supplemental Instruction cards incorporating Bloom's Taxonomy and SMART Goals, the JKPL will

¹<https://resources.depaul.edu/teaching-commons/teaching-guides/learning-activities/Documents/Strategy%20Cards%207.25.16%20MASTER.pdf>

² <https://www.imls.gov/sites/default/files/2022-07/tool-asset-mapping-institution.pdf>

³ <https://governor.gov.mp/news/directive-2023-002-implementation-of-cost-containment-measures-for-fy-2023/>

⁴ https://www.mvariety.com/news/local/finance-warns-of-sharp-decline-in-tourist-arrivals-governor-submits-revised-fy-2025-budget/article_0609fce0-d61e-11ef-aae8-9b5ac8bbcaa6.html

effectively discover institutional assets and learn various strategies for engaging our community.

Libraries serve as vital community hubs that offer essential resources, programs, and services to meet diverse community needs. To effectively support their communities, library staff require the skills and knowledge to engage with and empower community members. This project aims to enhance the library's capacity to serve its community by providing professional development funding for staff, enabling them to acquire and refine the skills needed to deliver high-quality library services.

Needs Addressed:

- **Professional Development for Library Staff:** Library staff need ongoing professional development to stay current on best practices, emerging technologies, and community engagement strategies. This project will provide funding for training and development opportunities, ensuring that staff have the knowledge and skills to meet the evolving needs of the community.
- **Community Engagement:** Libraries need to actively engage with their communities to identify and address local needs. This project will utilize asset mapping and facilitation skills training to help library staff effectively engage with community members and leverage existing resources to better serve the community.
- **Strengthening Library Services:** Libraries need to continuously improve and expand their services to meet the changing needs of their communities. By investing in staff development and community engagement, this project will strengthen the library's capacity to provide relevant and impactful services.

Alignment with Goals and Objectives: The Project is in accordance with NLG-L Program Goal Develop, enhance, or disseminate replicable practices, programs, models, or tools to strengthen library and archival services for the American public, Objective 1.1 Serve the learning needs of the public; Objective 1.2 Improve community well-being through libraries and archives. through libraries and archives; and Objective 1.3 Provide broad access to and preservation of information and collections through libraries and archives. This project strengthens the library's LSTA Plan (2022-2027) Goal 2: Strengthen Institutional Capacity, Project 2.1 Workforce Development, provide training and professional development opportunities to the library workforce to ensure staff have the knowledge, skills, and competencies necessary to provide high quality services to the community and to create a strong and innovative library workforce. IMLS Intent: Improve the library workforce.

By providing professional development funding and training in asset mapping and facilitation skills, this project will empower library staff to:

- **Identify and leverage community assets** to better meet local needs.
- **Develop and implement effective community engagement strategies.**
- **Enhance existing library services** and develop new programs and initiatives that respond to community needs.
- **Build strong and sustainable partnerships** with community organizations.
- **Foster a culture of continuous learning and improvement** within the library.

Investing in professional development for library staff is essential to ensure that libraries can effectively serve the needs of their communities. By providing funding for training and development, this project will strengthen the library's capacity to engage with and empower community members, leading to improved library services and increased community well-being.

PROJECT WORK PLAN

In the ever-evolving landscape of information and technology, public libraries play a crucial role in community development and lifelong learning. To remain effective and relevant, library staff must engage in ongoing professional

development. This workplan provides a structured approach to achieving that goal. The program will consist of a series of workshops, webinars and on-the-job training opportunities that will cover topics such as asset mapping techniques, community engagement strategies, facilitation, and collaboration skills. The training program will be tailored to the specific needs and goals of each department and will be delivered in a flexible and accessible format to accommodate the diverse needs of library staff.

The duration of this project will be one year and will include the retention of 15 library staff. The effectiveness of the training program will be evaluated using a variety of quantitative and qualitative measures, including surveys, focus groups, and key informant interviews. The evaluation will assess the impact of the training program on library staff knowledge, skills, and behavior, as well as the impact on library services and community engagement. The evaluation findings will be used to make adjustments to the training program as needed, and to inform future professional development efforts.

The training program will be spearheaded by the following key library staff who will serve as a Mentor Group for in-person training sessions:

1. Library Director and Chief Officer of State Library Erlinda C. Naputi has over 32 years of professional library experience working for the Joeten-Kiyu Public Library. She has extensive library leadership experience and hands-on training. She is LLEAD (Library Leaders Excellence And Development) graduate, a Native Hawaiian and Pacific Islander Museum Institute (NHPIMI) graduate, a Preserving digital Objects With Restricted Resources (Digital POWRR) Institute graduate, a Certified Adult Instructor of the Motherhead/Fatheread Family Literacy Program, and the Executive Director of the Northern Mariana Islands Affiliate Center for the Book. She is the Vice President of the Northern Marianas Library Association.
2. Technical Services Librarian Beth B. Demapan is the LSTA State Administrator/ LSTA Coordinator for the Joeten-Kiyu Public Library, with over 7 years professional library experience working for the Joeten-Kiyu Public Library. She has served as the President for the Friends of the Joeten-Kiyu Public Library from 2015-2017. She is the Motherhead/Fatheread Program Coordinator, and a Certified Adult Instructor and Children's Story Exploring Instructor for the Motherhead/Fatheread CNMI Family Literacy Program. She is Certified in Facilitation Training: Leading Reflective Discussions from the Oregon Humanities. She is a Preserving digital Objects With Restricted Resources (Digital POWRR) Institute graduate and a Smithsonian Institute Heart Emergency And Rescue Training (HEART) graduate. In her capacity as the Technical Services Librarian, she works together with the State Librarian in providing library training or identifying appropriate training for library personnel; performance evaluation; facilitation of specific projects, etc.
3. Systems Librarian Omar T. Manacop, MSIS, is the State Data Coordinator for the Joeten-Kiyu Public Library. He is the only MLS credentialed librarian in the public library system of the Northern Marianas. He supervises the programs, services, and information technology center for 5 divisions (Children of Our Homeland, a.k.a. Children's Library, Front Circulation, Adult Services, Bookmobile Outreach Services, Technology Mobile Express, Information Technology Center, of the JKPL.

The Mentor Group will oversee project implementation, with support from library administration. Regular progress reports will be shared with stakeholders, and adjustments will be made as needed to ensure project success.

This comprehensive work plan outlines a year-long professional development journey for public library staff, by incorporating the Supplemental Instruction at DePaul University Strategy Cards. The Strategy Cards are a compilation of collaborative activities that Supplemental Leaders use in small and large groups to engage students and activate higher order thinking and retention.

SMART goals provide a framework for setting clear, achievable objectives. They ensure that professional development

78. Setting S.M.A.R.T Goals

Help your students plan for the quarter by setting goals for the course. Check in periodically for progress.

S • **SPECIFIC**
• Define the goal as much as possible with no unclear language
• Who is involved, **WHAT** do I want to accomplish, **WHERE** will it be done, **WHY** am I doing this – reasons, purposes, **WHICH** constraints and/or requirements do I have?

M • **MEASURABLE**
• Can you track the progress and measure the outcome?
• How much, how many, how well? How often will you know when the goal is accomplished?

A • **ATTAINABLE/ACHIEVABLE**
• Is the goal reasonable enough to be accomplished? How so?
• Make sure the goal is not out of reach or below standard performance.

R • **RELEVANT**
• Is the goal worthwhile and will it meet your needs?
• Is each goal consistent with the other goals you have established and fits with your immediate and long term plans?

T • **TIMELY**
• Your objective should include a time limit, e.g., I will complete this step by month/day/year
• It will establish a sense of urgency and prompt you to have better time management.

Image credit: teacherweb.com

Supplemental Instruction at DePaul University Strategy Cards
Adapted from the International Center for Supplemental Instruction

efforts are focused and measurable.

- **Specific:** Goals should be clearly defined and focused on a particular area of development.
- **Measurable:** Goals should include specific criteria for measuring progress and success.
- **Achievable:** Goals should be realistic and attainable within the given timeframe and resources.
- **Relevant:** Goals should align with the library's mission, strategic plan, and the individual's job responsibilities.
- **Time-bound:** Goals should have a specific deadline for completion.

Bloom's Taxonomy

Bloom's Taxonomy provides a hierarchical model for categorizing learning objectives. It ensures that professional development activities address various levels of cognitive complexity.

- **Remember:** Recalling information and basic concepts.
- **Understand:** Interpreting information and explaining concepts.
- **Apply:** Using information and concepts in new situations.
- **Analyze:** Breaking down information into component parts and examining relationships.
- **Evaluate:** Making judgments and justifying decisions.
- **Create:** Generating new ideas, products, or solutions.

Workplan Structure & Timeline

Phase 1: Planning and Preparation (Month 1-2):

During Phase 1, the Mentor Group will create a JKPL staff Needs & Interests survey to library staff using Asset Mapping Techniques: Identifying and categorizing different types of assets (e.g., physical resources, staff expertise, community partnerships)⁵.

Phase 1 Project activities include the following:

- Design and Disseminate Professional Needs & Interests Survey to target audience Library Staff
- Communicate project goals and timeline to library staff.
- Provide ongoing support and mentorship to staff.

Phase 2: Training Delivery (Month 3-11): A professional development schedule will be created to guide library staff. Systems Librarian Omar T. Manacop and Technical Services Librarian Beth Demapan will deliver professional development training. During Phase 2, the Mentor Group will present the findings from the Needs & Interests Survey during a JKPL staff PD meeting. After the findings have been presented, the Mentor Group will host a second professional development meeting, which will focus on training the JKPL staff on evaluation tools and utilizing the

⁵ <https://www.ims.gov/sites/default/files/2022-07/tool-asset-mapping-institution.pdf>

Supplemental Instruction at DePaul University Strategy Cards which utilize SMART goals and Bloom's Taxonomy. During the Training, the Mentor Group will allocate one day a week for staff professional development, every Friday. Every quarter, library staff will be tasked to complete an online course for continuing education units utilizing the library's digital resources from www.cnmlib.org. Library staff will have 4 working hours to complete one (1) digital course from Universal Class. At the end of each month, Library staff will update their mentor on the status of their online course and will submit their Certificate of Completion for record keeping. Phase 2 Project activities include the following:

- Research and Design training curriculum and materials (ex. PD Calendar of Events, Websites resources, etc.)
- Create Library Professional Development Toolkit and upload the files onto the Library's Server Cerebro
- Conduct professional development activities (e.g. Conference and workshops, online courses and webinars, presentation teach-back, and on-the-job training sessions with the Pacific Cultural Corner and Bookmobile Outreach Services).
- Provide ongoing support and mentorship to staff.

Professional Development Activities

A variety of professional development activities will be incorporated into the workplan, including but not limited to:

1. **Conferences and workshops:** JKPL Staff will have the opportunity to apply to the following Conferences with their respective schedules:
 - Public Library Association Annual Conference (April 1–3, 2026, Minneapolis, MN)
 - American Library Association Annual Conference & Exhibition (June 26 – 30, 2025 in Philadelphia, PA)
 - International Federation of Library Associations and Institutions World Library and Information Congress 89th IFLA General Conference and Assembly (August 18-22, 2025, Astana, Kazakhstan)
 - 7th Marianas History Conference (August 21-30, 2025, Guam)
 - 25th Annual Library of Congress National Book Festival (September 6, 2025, Washington, DC)
 - Te Rau Herenga o Aotearoa LIANZA 2025 Conference (September 23-25, 2025, Pōneke Wellington, New Zealand)
 - 2025 International Conference of Indigenous Archives, Libraries, and Museums (October 7-9, 2025, Cherokee, NC)
 - Association of Bookmobile & Outreach Services Annual Conference (October 8-10, St. Louis, MO)
 - Hawaii Library Association Annual Fall Conference (November 2025, Hawaii)
 - National Humanities Conference (November 12-16, 2025, Detroit, MI)
 - 34th Annual Pacific Islands Association of Libraries, Archives, and Museum Conference (December 1-6, 2025, Majuro, Republic of the Marshall Islands)
2. **Online courses and webinars:** Staff will utilize the free digital resources, namely Universal Class from the library's website www.cnmlib.org. Staff will also utilize digital resources from webjunction from their website <https://www.webjunction.org/home.html> and other training opportunities through the American Library Association. Upon completion of each class, staff will submit their Certificate of Completion and complete an evaluation utilizing IMLS reporting guidelines, competency, and learning growth from the activity.
3. **Presentation Teach Back:** Staff will have an opportunity to present a 15 ~ 30 minute power-point presentation during the professional development meeting about the off-island Conference they attended. For example, if a library assistant attended the ABOS Conference, the library assistant will deliver one presentation or work with a team member if two attended the same conference within three (3) months post their off island conference PD. Library staff will incorporate the following strategies when delivering these presentations:
 - JKPL staff will present learning outcomes and developing questions for their presentation
 - Redirecting Questions: This core concept of Supplemental Instruction is based on the idea that we all understand things better when we explain them to others. Redirecting questions promotes student centered learning. It encourages more and better student-to-student interactions in the sessions.
 - Check for Understanding: How do we know if library staff are gaining understanding from their

interactions in the session? Check for understanding by asking library staff to confirm they have learned the content.

- Think/Wait Time: Waiting after asking a question allows students to process information and form conclusions for themselves.
- Mobile Learning:
 1. PollEverywhere- <https://www.poll Everywhere.com> (Real-time audience response system)
 2. Sli.do- <https://www.sli.do> (Input answers and crowd source questions on the website)
 3. Socrative- www.socrative.com (Engage library staff by launching a quiz, creating competition with a space race, receiving exit tickets, and polling students for instant feedback)
 4. Google Forms- <https://www.google.com/forms/about/> (Pre-write a quiz or evaluation that students can respond to from a link)
 5. Kahoot- <https://getkahoot.com> (Create fun learning games)

4. **Pacific Cultural Corner:** After every 6 months, Library Staff will have selected one (1) indigenous book, poem, item from the Pacific Collection and completed an oral history recording of a Read Aloud in their native language of either Chamorro or Carolinian. The recording will be presented on the Joeten-Kiyu Public Library's social media platform facebook. Professional development on indigenous culture is crucial for library staff, as it enables them to better understand and serve their diverse communities. By gaining knowledge about indigenous history, traditions, and perspectives, library staff can create more inclusive and welcoming spaces for indigenous patrons. They can also develop culturally relevant programs and services that resonate with indigenous communities, fostering a sense of belonging and promoting cultural pride. Additionally, professional development on indigenous culture can help library staff address the unique needs and challenges faced by indigenous populations, such as language barriers and intergenerational trauma. By increasing their cultural competency, library staff can build stronger relationships with indigenous communities and contribute to reconciliation efforts.

5. **Bookmobile Outreach Services:** At the end of the grant year, library staff will have participated in at least 4 Bookmobile Outreach events supervised by the Bookmobile Supervisor. Bookmobile professional development is essential for library staff to stay up-to-date on the latest trends and best practices in outreach services. It helps staff develop the skills and knowledge needed to effectively engage with diverse communities, create meaningful learning experiences, and promote literacy. By participating in professional development opportunities, library staff can enhance their ability to provide high-quality services to people of all ages and backgrounds, ensuring that everyone has equitable access to information, resources, and educational opportunities. A sample calendar or the Bookmobile Schedule is provided below.

Day	Date	Event/Location
1	Feb 1	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
2	Feb 2	Garapan Community 10:30AM
3	Feb 3	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
4	Feb 4	Kohlelele Elementary School 10:00AM-12:00PM
5	Feb 5	Garapan Community 10:30AM
6	Feb 6	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
7	Feb 7	Garapan Community 10:30AM
8	Feb 8	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
9	Feb 9	Garapan Community 10:30AM
10	Feb 10	Garapan Community 10:30AM
11	Feb 11	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
12	Feb 12	Garapan Community 10:30AM
13	Feb 13	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
14	Feb 14	Happy Valentines Day ADMIN
15	Feb 15	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
16	Feb 16	Garapan Community 10:30AM
17	Feb 17	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
18	Feb 18	Garapan Community 10:30AM
19	Feb 19	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
20	Feb 20	Garapan Community 10:30AM
21	Feb 21	Garapan Community 10:30AM
22	Feb 22	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
23	Feb 23	Garapan Community 10:30AM
24	Feb 24	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
25	Feb 25	Garapan Community 10:30AM
26	Feb 26	Garapan Fishing Base Farmers Market 8:00AM-12:00PM
27	Feb 27	Garapan Community 10:30AM
28	Feb 28	Garapan Fishing Base Farmers Market 8:00AM-12:00PM

Phase 3: Evaluation (Month 11-12). We will evaluate the foundational skills, technology integration, community engagement, and leadership and innovation of library staff. We will evaluate the success of the project outcomes using SMART goals.

Measurable Outcome 1: Foundational Skills

- **Focus:** Strengthening core competencies essential for library service.
- **SMART Goal Example:** "By the end of Phase 2, I will complete an online course on customer service and score

at least 90% on the final assessment." (Specific, Measurable, Achievable, Relevant, Time-bound)

- **Bloom's Taxonomy Levels:** Remember, Understand, Apply

Measurable Outcome 2: Technology Integration

- **Focus:** Enhancing skills in utilizing technology for library services and programs.
- **SMART Goal Example:** "By the end of Phase 2, I will develop and deliver a technology-based library program for teens, with at least 20 participants attending." (Specific, Measurable, Achievable, Relevant, Time-bound)
- **Bloom's Taxonomy Levels:** Understand, Apply, Analyze

Measurable Outcome 3: Community Engagement

- **Focus:** Developing strategies for building relationships and partnerships within the community.
- **SMART Goal Example:** "By the end of Phase 2, I will establish partnerships with two local community organizations and co-host at least one joint program." (Specific, Measurable, Achievable, Relevant, Time-bound)
- **Bloom's Taxonomy Levels:** Apply, Analyze, Evaluate

Measurable Outcome 4: Leadership and Innovation

- **Focus:** Cultivating leadership potential and fostering a culture of innovation.
- **SMART Goal Example:** "By the end of Phase 2, I will present a proposal for a new library service or program that addresses an emerging community need." (Specific, Measurable, Achievable, Relevant, Time-bound)
- **Bloom's Taxonomy Levels:** Analyze, Evaluate, Create

Regular evaluation and reflection are essential for tracking progress and maximizing learning. Staff should document their professional development activities and outcomes, and reflect on their learning experiences.

This year-long professional development work plan provides a roadmap for public library staff to enhance their skills, knowledge, and competencies.

PROJECT RESULTS

Satba Komunitat recognizes the critical need for professional development training for library staff. By providing such training, the project aims to enhance the skills, knowledge, and competencies of library staff, enabling them to better serve the evolving needs of their communities. In the short term, this training will improve staff's facilitation, communication, and collaboration skills, as well as their understanding of community needs and assets. This will lead to more effective community engagement and program implementation. In the long term, the project envisions library staff as community leaders and change agents who actively participate in community initiatives and advocate for library services.

The deliverables of the library staff professional development project are designed to be readily adaptable, generalizable, and usable by other institutions and communities. The project's emphasis on SMART goals and SI Bloom's Taxonomy ensures that the learning outcomes are specific, measurable, achievable, relevant, and time-bound. This approach allows libraries to tailor the professional development program to their unique needs and contexts. The project's focus on community engagement and collaboration also enhances its adaptability and generalizability. By emphasizing the importance of understanding community needs, assets, and challenges, the project encourages libraries to develop programs and services that are responsive to their local communities. The inclusion of general resources toolkit further supports libraries in adapting the project materials to their specific circumstances. To ensure the project's usability, the deliverables are designed to be accessible and practical. The project team will develop user-friendly guides, templates, and resources that libraries can easily incorporate into their professional development initiatives. The project's emphasis on

continuous evaluation and reflection also allows libraries to track their progress and make necessary adjustments along the way.

Overall, the project's deliverables are designed to empower libraries to enhance their staff's skills, knowledge, and competencies, leading to improved community engagement and service delivery. By providing adaptable, generalizable, and usable resources, the project aims to contribute to the professional growth of library staff and the development of vibrant and inclusive libraries for all.

Efforts will be made to widely disseminate the project results to our target as well as those who work in organizations that either serve indigenous communities or manage indigenous collections:

- Cross Training: We plan to disseminate our project findings and deliverables by partnering with the Guam Public Library System and the CNMI Public School System and replicating these training sessions with their team.
- Publications: We will submit articles and reports about the project to library journals and publications. This will help to disseminate our findings and deliverables to the broader library community. We plan to publish a report of the outcomes via the publication channels PIALA annual report, the Hawaii Library Association's newsletter Kolekole, the Joeten-Kiyu Public Library's bi-monthly newsletter Bookmarks.
- Conferences and Professional Gatherings: We will present our findings and deliverables at relevant conferences and professional gatherings. This will allow us to reach a wider audience and engage with library professionals from across the country. We plan promote the project results by participating in Conferences such as the Pacific Islands Association of Libraries, Archives, and Museums Conference, Association of Tribal Archives, Libraries, and Museums Annual Conference, Hawaii Library Association Conference, and/or Northern Marianas Library Association Quarterly Meetings.
- Targeted Outreach to Target Groups: We will conduct targeted outreach to our target groups, including library staff and community organizations, to ensure that they are aware of the project findings and deliverables. This will be done through email campaigns, newsletters, and direct mailings.

We aim to ensure that the deliverables of our project are sustainable, replicable, and accessible. The project and its associated training program represent a significant investment in the future of library professionals in the Northern Mariana Islands. We will embed the project's principles and practices into the library's culture and policies as evidenced in JKPL's LSTA 5 Year Strategic Plan (2023~2027), Goal 2: Strengthen Institutional Capacity, Project 2.1 Workforce Development⁶. We will ensure that the Mentor Group continue to provide ongoing support and resources to library staff. The Key Project Staff will continue to provide guidance and support for ongoing and emerging library staff. We will establishing partnerships with other organizations to continue the project's work. The JKPL will partner with the Northern Marianas Library Association (NMLA), Pacific Islands Association of Libraries, Archives, and Museums (PIALA), Association of Tribal Archives, Libraries, and Museums (ATALM), Guam Public Library System, Northern Marianas Humanities Council, and the Friends of the Joeten-Kiyu Public Library (Friends) in order to sustain the project's period of performance.

Specific strategies for sustainability include:

- Developing a sustainability plan that outlines how the project's outcomes will be maintained and built upon after the grant period ends.
- Training library staff on how to use the project's tools and resources.
- Providing ongoing coaching and mentoring to library staff.
- Conducting regular evaluations to track the project's impact and make necessary adjustments.
- Disseminating the project's findings and resources to other libraries and organizations. The Joeten-Kiyu Public

⁶ <https://www.cnmilib.org/lsta-five-year-plans/>

Library will publish these findings onto the library's bi-monthly newsletter Bookmarks and the library website www.cnmlib.org. These resources are publicly available and will be shared onto regional library association's such as PIALA newsletter, and the Hawaii Library Association newsletter Kolekole.

By taking these steps, the library will ensure that the project's benefits will continue to be realized long after the grant period ends.

BUDGET SUMMARY

The requested funding of \$100,000.00 will enable the successful implementation of this crucial training program, empowering library staff with the skills and knowledge needed to better serve their communities. The budget has been carefully developed to ensure that all aspects of the program are adequately funded, maximizing its potential for impact.

JKPL Professional Development For participants who may need to travel to attend training, this budget covers their travel expenses, accommodation, and per diem. \$41,500/\$4,000.00 = estimated 10 PD sessions for off-island Travel.

Professional Development Personnel Cost Should the CNMI government be placed under austerity measures during the project period of performance, the funding for Satba Professional Development will be absorbed into staff personnel costs in order to sustain the critical need for our public library workers to be employed during an economic crisis. Total professional development cost for personnel is \$54,500.00 which includes fringe benefits.

RE-257282-OLS Schedule of Completion for “Strengthening Library Staff Capacity: A Community Centered Approach Project or Satba Komunitat”

		Schedule of Completion													
		Activity (Year 1)	Project Lead	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Phase 1: Planning and Preparation	1	Design and Disseminate Professional Needs & Interests Survey to target audience Library Staff	MG												
	2	Communicate project goals and timeline to library staff.	MG												
	3	Provide ongoing support and mentorship to staff.	MG												
Phase 2: Training Delivery	4	Research and Design training curriculum and materials (ex. PD Calendar of Events, Websites resources, etc.)	MG												
	5	Create Library Professional Development Toolkit and upload the files onto the Library's Server Cerebro	MG												
	6	Conduct professional development activities (e.g. Conference and workshops, online courses and webinars, presentation teach-back, and on-the-job training sessions with the Pacific Cultural Corner and Bookmobile Outreach Services).	MG												
	7	Provide ongoing support and mentorship to staff.	MG												
Phase 3: Evaluation & Reporting	8	Collect library staff feedback & evaluations	MG												
	9	Prepare final report	MG												

Key Project Staff: Mentor Group-- Library Director Erlinda C. Naputi; Technical Services Librarian Beth Demapan; and Systems Librarian Omar T. Manacop