Project READY: Reimagining Equity and Access for Diverse Youth
A Professional Development Curriculum

The School of Information and Library Science at the University of North Carolina at Chapel Hill, the School of Library and Information Sciences at North Carolina Central University, and Wake County (NC) Public Schools are proposing a three-year Continuing Education Project to develop a comprehensive research-based professional development curriculum that includes a suite of blended professional development experiences for school librarians, classroom teachers, and school literacy coaches that focuses on cultural competence, culturally relevant pedagogy and equity literacy. The 2015 IMLS Focus Report on Learning in Libraries puts forth a call for design-based, collaborative projects focused on transferring knowledge from research to practice. Project READY will answer that call by developing an innovative and scalable professional development curriculum following an iterative process that both informs, and is informed by, school library practice and practitioners.

The Need: The emphasis on teaching and collaboration in the most recent set of AASL national professional standards for school librarians means that they are now expected to take a direct role in the instruction of students to an unprecedented degree.[1] Yet, for school librarians in the United States - the majority of whom are middle aged, White, English-speaking females[2] - the recent and rapid demographic changes in their student populations have left many of them "struggling to connect with a completely new set of learners, with cultural backgrounds distinctly different from each other and from their teachers."[3] New research has found that while school librarians recognize the need for cultural knowledge and awareness in developing effective instruction for these youth, they also feel they lack the knowledge and experience necessary to enact such instruction.[4] As a result, many youth of color "feel like outsiders in library spaces,"[5] compounding the extensively documented challenges and inequities these youth face in school in general - inequities that to be redressed require changes in instructional practices in classrooms and libraries. Research shows that professional development can help educators "to continually reassess what schooling means in the context of a pluralist society; the relationships between teachers and learners; and attitudes and beliefs about language, culture, and race."[6]

Project Goals: The project has six major goals:
Goal #1: Identify and analyze current efforts, existing challenges and needs, and best practices for promoting cultural competence, culturally relevant pedagogy, and equity literacy in schools and libraries.
Goal #2: Develop a curriculum and a suite of blended professional development experiences that expands school librarians' and their collaborators' cultural competence, including their understanding of how race and culture affect learning, their ability to implement culturally responsive teaching, and their commitment to equity literacy.
Goal #3: Use a Design-Based Research approach to pilot and refine the project curriculum.
Goal #4: Provide ongoing support to librarians and their collaborators as they employ tools and techniques learned in the PD to effect change within their schools, making a lasting difference in the lives of underserved and marginalized populations.
Goal #5: Develop an online version of project curriculum that will provide online, self-paced, multimedia and interactive training that simulates in-person workshop content and activities.
Goal #6: Disseminate the curriculum and PD components widely to schools and libraries serving diverse youth across the country.
These goals align with the goals and objectives of the 2012-2016 IMLS Strategic Plan *Creating a Nation of Learners*.

Anticipated Outcomes: To our knowledge, there is currently no existing continuing education or professional development curriculum on the topics of cultural competence, culturally relevant pedagogy, or equity literacy for school librarians. Our development of research-based, freely accessible materials (which can be used to facilitate either online or in-person PD) will fill this gap.

Project READY: Reimagining Equity and Access for Diverse Youth
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Project READY: Reimagining Equity and Access for Diverse Youth - A Professional Development Curriculum responds to the Continuing Education (CE) category of the IMLS Laura Bush 21st Century Librarian Program and will be implemented from June 1, 2016 to May 31, 2019, with impacts continuing well beyond this date. The direct audiences for this continuing education grant are school librarians and their collaborative partners (classroom teachers and literacy coaches) and, indirectly, K-12 youth of color who stand to benefit from the librarians and educators' transformed practice. This project brings together faculty members from the library and information science schools at the University of North Carolina at Chapel Hill (UNC-CH) and North Carolina Central University (NCCU) and staff from the Wake County Public School System (WCPSS) in North Carolina to develop a professional development curriculum and a suite of blended professional development (PD) experiences that expands school librarians' and their collaborators' cultural competence, including their understanding of how race and culture affect learning, their ability to implement culturally responsive teaching, and their commitment to equity literacy with the aim of improving educational experiences and outcomes for K-12 youth of color. We will disseminate the PD curriculum widely, and freely, to libraries and school districts across the country. The proposed project fills a significant and critical gap in PD and research relating to schools' efforts to close the achievement and life outcome gap experienced by youth of color in the United States.

1. Statement of Need

The Problem: Issues of race and equity have recently come to the forefront of national dialogue in the United States as instances of racial violence in Ferguson, Baltimore, Charleston, and elsewhere have brought to light challenges of both personal and systemic racism faced by people of color. Against the backdrop of this discussion and debate, a historic milestone was quietly reached in the American public school system during the 2014-2015 school year: for the first time in history, youth of color made up the majority of students attending U.S. public schools.[7] Since 2000, all of the growth in the child population has been among non-Hispanic Whites,[8] and if these trends continue, demographers conclude that soon there will be no single racial group that makes up more than fifty percent of the total U.S. population.[9]

The emphasis on teaching and collaboration in the most recent set of AASL national professional standards for school librarians means that they are now expected to take a direct role in the instruction of students to an unprecedented degree.[10] Yet, for school librarians in the United States - the majority of whom are middle aged, White, English-speaking females[11] - the recent and rapid demographic changes in their student populations have left many of them "struggling to connect with a completely new set of learners, with cultural backgrounds distinctly different from each other and from their teachers."[12] New research has found that while school librarians recognize the need for cultural knowledge and awareness in developing effective instruction for today's youth, they also feel they personally lack the knowledge and experience necessary to enact such instruction.[13] As a result, many youth of color "feel like outsiders in library spaces,"[14] compounding the extensively documented challenges and inequities these youth face in school in general:

- Youth of color report significant ethnic and racial stereotyping by teachers, administrators, and their school peers,[15]
- Youth of color are frequently tracked into remedial and special education classes, and often feel overlooked or excluded in school,[16]
- Only 14% of African American male fourth graders and 12% of African American male eighth graders performed at or above proficiency in reading on the most recent National Association for Educational Progress (NAEP) exams,[17]
- About one in three African American and Native American students and about one in four Latino students do not graduate high school on time, as compared to one in seven white students.[18]

These statistics and others like them have often been used to support a cultural deficit model of educating youth of color – a stance that places lower expectations on youth of color, and blames them or their communities for their struggles while minimizing, or even ignoring, the structural forces that have led to the unequal distribution of resources, lack of opportunity, and other forms of oppression and discrimination faced by these youth.[19] The deficit model ignores the important cultural strengths that youth of color and their communities possess, which, when capitalized on, can lead to increased academic achievement, positive racial identity development, improved self-confidence and self-esteem, and increased resiliency.[20] Librarians and other educators who serve youth of color and their families need to "consider these strengths alongside the challenges to get a full and comprehensive picture" of the youth of color in their communities.[21] To do this requires cultural competence, the ability to implement culturally responsive pedagogy, and a commitment to equity literacy.

 Cultural competence is the ability to recognize the significance of culture in one's own life and in the lives of others; and come to know and respect diverse cultural backgrounds and characteristics through interaction with individuals from diverse linguistic, cultural and socioeconomic groups; and to fully integrate the culture of diverse groups into services, work and institutions in order to enhance the lives of both those being served by the library profession and those engaged in service.[22]

 Culturally relevant pedagogy is teaching which "empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes."[23]

 Equity literacy is the ability to recognize biases and inequities in materials, interactions, and policies, respond to biases, discrimination and inequities in a thoughtful and equitable manner, redress biases and inequities in the long term by studying how bigger social change can happen, and create and sustain a bias-free equitable learning environment.[24]

Although the 2008 American Library Association's *Standards for Accreditation of Master's Programs in Library and Information Studies* requires that program objectives reflect "the role of the library and information services in a diverse, global society, including the role of serving the needs of underserved groups," research shows that students graduating from LIS programs have taken few, if any, classes related to diversity.[25] Additionally, to our knowledge, there is currently no existing *comprehensive research-based PD curriculum* for practicing school librarians on the topics of cultural competence, culturally relevant pedagogy, or equity literacy. Some organizations offer online PD related to culturally relevant pedagogy for teachers (e.g., the Center for Culturally Responsive Teaching and Learning (CCRTL) and ASCD both offer online PD on this topic for teachers), however much of this content, including the CCRTL and ASCD resources, costs money to access, and none are specifically tailored to school librarians. Our development of research-based, freely accessible materials (which can be used to facilitate either online or in-person PD) will fill this gap.

Our Response: Our proposed project will prepare school librarians and their collaborative partners (classroom teachers and literacy coaches) to be culturally competent educators by developing and delivering a curriculum that includes both in-person and online PD experiences. The goals of the project include both giving school librarians and their collaborative partners the knowledge and tools necessary to design and implement culturally relevant pedagogy / equity literacy, and providing them with ongoing support and feedback as they begin to change their professional practice in light of that knowledge. The design, implementation, and evaluation of the curriculum and PD experiences will incorporate best practices in cultural competency education and PD[26] and will utilize the Design-Based Research (DBR) approach, an iterative process developed in the field of education in which interventions are designed, tested, and refined in a real-world context.[27] The curriculum and PD experiences will initially be offered to three cohorts of educators in WCPSS, each cohort consisting of ten teams of one school librarian, one classroom teacher, and one literacy coach (or another staff member who is highly qualified in language arts or reading) each. A team approach was chosen because research shows that PD increases teacher effectiveness and results for all students when it is collaborative and includes groups of teachers who are committed to continuous improvement, shared responsibility, and collective goal alignment.[28]

The initial design of the curriculum and PD experiences will be informed by our own and others' research into cultural competence and culturally relevant pedagogy, equity literacy, and best practices for PD on these topics. The curriculum and PD design will be piloted with three cohorts of participants, and will be refined during and between implementation iterations, in keeping with the DBR approach. Following implementation and analysis of the initial PD cycles, we will develop online modules that can be implemented by other school districts or used by individual school librarians or educator teams across the nation.

2. Impact

School librarians and their collaborative partners (classroom teachers and literacy coaches) constitute the direct audience for the PD resources resulting from this work. The eventual beneficiaries, however, are the students of color these educators serve, who stand to gain critical 21st century skills as a result of librarians and educators' increased capacity and transformed practices in the areas of cultural competence, culturally relevant pedagogy, and equity literacy. The proposed project will have the following impact on school librarians, their collaborative partners, and students of color:

1. Contribute to theoretical knowledge about culturally responsive librarianship: DBR studies have scientific, societal, and practical outcomes[29] and as this project employs the DBR approach, we anticipate that it will have an impact in each of these areas. The scientific impact of this project centers on the research contributions our work will make toward theories of culturally relevant pedagogy, cultural competence, and equity literacy, specifically as applied in school library contexts where these concepts have to date received little attention. Situating the initial design of our PD in existing theoretical frameworks, as is standard in DBR studies, will allow us to apply and extend those theories *in vivo* while working with the school cohorts, following up with them via site visits and webinars, and implementing the online PD modules. Our contributions to the knowledge base in these areas should be valuable for other researchers and practitioners interested in exploring similar issues in different contexts.

2. Build knowledge and transform the practice of school librarians and their collaborative partners: Societally, the proposed project will potentially impact tens of thousands of students by transforming the practice of participating school librarians and their collaborative partners. The curriculum and PD resources will equip school librarians and the educators with whom they collaborate with the knowledge and skills necessary to teach all students equitably and powerfully, in ways that connect with and affirm their individual and cultural identities, which has been shown to play a major role in promoting academic achievement and resilience in youth of color.[30] The curriculum will not only teach these educators the theory, rationale, and principles of cultural competence and culturally responsive pedagogy, but it will also support these educators as they enact these ideas in their schools. The curriculum will include tools that allow school librarians and teachers to: 1) evaluate their teaching materials, strategies and assessments to ensure they are culturally relevant; and 2) assess and document the impact their implementation of culturally relevant pedagogy is having on students (e.g. attitudinal or motivation surveys; observation checklists; interview protocols).

3. Develop a flexible, research-based, field-tested professional development curriculum that can be implemented nationwide. In the practical domain, the proposed project will result in a field-tested, research-based PD curriculum for school librarians and their collaborative partners. All of the materials for this PD will be made freely available online under a Creative Commons license so that any school librarian, school district, or other entity can access, adapt, share, and implement the PD. We anticipate these materials to include handouts, presentation slides, reading lists and guides, and other materials for in-person PD as well as multimedia content organized into online modules. Because the design of these materials will occur over multiple iterations in a diverse school system (see Section 5 below), we anticipate that these materials will be usable without extensive revision for most schools and school systems.

3. Project Design

The proposed project builds on work we began with funding from a 2011 IMLS National Leadership Forum grant *Building a Bridge to Literacy for African-American Male Youth: A Call to Action for the Library*

Community. The outcome of this project was the development and dissemination of a report designed to inform a broad range of stakeholders about the magnitude of the life outcome crisis affecting Black male youth, and to offer recommendations about how the library community can actively address the literacy needs of African-American male youth. Results of this project can be viewed at http://bridgetolit.web.unc.edu/.

Following a systematic review of relevant research from multiple disciplines on cultural competence, culturally relevant pedagogy, and equity literacy, and with ongoing input from the project advisory board, the project personnel will develop a curriculum in consultation with project partners (NCCU and WCPSS). At the beginning of Year 2, the resulting PD curriculum will be piloted with three cohorts of WCPSS educators. Each cohort will include 10 teams of three, consisting of a school librarian, a classroom teacher, and a school literacy coach (or another staff member who is highly qualified in language arts or reading). Under the leadership of Dr. Rodney Trice, the WCPSS Office of Equity Affairs has adopted an equity service model (see Appendix B) that calls for all WCPSS personnel to receive PD on culturally relevant teaching and equity leadership as part of the district's commitment to ensuring equal and equitable learning opportunities and positive school experiences for all students and families. The proposed project will be a key component of the district's PD offerings. It will be advertised to all WCPSS schools through district communication channels. Project partners at WCPSS will actively recruit participants at meetings with principals, school librarians, teachers, and literacy coaches. An application process, developed and implemented in coordination with WCPSS, will be utilized to identify participant teams. Each team will be expected to commit to participate in all project activities for one-year, to incorporate concepts, strategies, and skills learned into their teaching, to document impact on students, and to provide PD for their building-level colleagues. Using a DBR approach, the PD will be revised and refined during and between offerings. Throughout the course of Year 2, as the teams incorporate culturally relevant pedagogy and equity literacy practices into their instruction, project personnel will provide support and further PD for participant teams through webinars and site visits. In Year 3, project personnel will develop online modules and an eBook that will be freely available on the project website to be utilized by other school districts or individual school librarians or educator teams across the nation.

Year 1
Goal #1: Identify current efforts, existing challenges and needs, and best practices for promoting cultural competence, culturally relevant pedagogy, and equity literacy in schools and libraries.
Project personnel will conduct a systematic review and synthesis of current research and best practices associated with developing cultural competency, implementing culturally relevant pedagogy, and developing equity literacy in classrooms and libraries. We will examine the insights gained from our previous and current research in this area, as well as that of others. As a result of this foundational work, we will ensure that the resources we develop meet librarians' current needs and practices, build on existing theory and research, and are consistent with the most up-to-date research on culturally relevant teaching and learning in the 21st century.

Goal #2: Develop a curriculum and a suite of blended professional development experiences that expands school librarians' and their collaborators' cultural competence, ability to implement culturally responsive teaching, and commitment to equity literacy.
Guided by the foundational work earlier in the project's first year, we will collaborate with the WCPSS and our advisory board members to design a PD curriculum for school librarians, collaborating classroom teachers, and literacy coaches (or another staff member who is highly qualified in language arts or reading). Our work will be informed by existing research-based best-practices related to PD on the topic of diversity such as:
1. Trust among PD participants is not automatic and must be fostered by sensitive facilitation and built over time.
2. Learning about culture begins as an inside-out process-first developing cultural self-awareness.
3. Power issues must be addressed because of current and past relations between dominant and nondominant groups within the larger society.[31]

Based on the topics identified in the WCPSS Effective Teacher Framework (http://effectiveteacher.wcpss.net/) and Equity Service Model (Appendix B), our own prior work in this area, and a preliminary review of the literature, we anticipate the inclusion of the following topics: Critical Race theory; color consciousness; race, power, and privilege; equity literacy; the relationship between identity development and academic success for youth of color; and culturally relevant pedagogy. Four high school students of color who have worked with WCPSS partner Teresa Bunner will also contribute to the PD by discussing their school experiences and presenting the *Student Six* - six culturally relevant strategies they want teachers to use (http://www.schoolimprovement.com/the-students-six-strategies/).

Year 2
Goal #3: Use a Design Based Research approach to pilot and refine the project curriculum.
During the first three to five months of Year 2, project personnel will pilot the curriculum with WCPSS teams selected through an application process. Participants will complete the Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) Extended[32] (Appendix C) as a pre- and post-test, and daily reflections, to assess their understanding of the topics discussed in the PD. Throughout the week-long PD sessions, teams will work to collaboratively plan instructional units that incorporate culturally-relevant pedagogy strategies and practices that they will implement in their buildings. Consistent with a DBR approach, observational data, participant feedback, and analysis of participant work samples will be used to refine the curriculum in between each session.

Goal #4: Provide ongoing support to librarians and their collaborators as they employ tools and techniques learned in the PD to effect change within their schools and to document the difference these changes are making in the lives of underserved and marginalized populations.
During the last nine months of Year 2, the participants will apply what they learned in the PD sessions by developing and implementing instructional units that incorporate culturally-relevant pedagogy strategies and practices, and assessing the impact this is having on students. Project staff will support participants by providing a series of webinars and conducting periodic site visits. A key element of the support will be helping participants analyze student work for evidence that changes in their practice and assessment are having an impact on students. Research suggests over time this impact may include increased engagement, motivation, and academic performance.[33] Thus, we will provide school librarians and teachers with tools and techniques they can use to assess and document immediate and long-term student impacts. We also anticipate applying for an IMLS National Leadership research grant that will focus on evaluating the long-term impact of culturally relevant pedagogy on students and school librarians after completion of this project.

Year 3
Goal #5: Develop an online version of project curriculum to provide online, self-paced, multimedia and interactive training that simulates in-person workshop content and activities.
During the first six months of Year 3, project personnel will adapt the face-to-face curriculum for online delivery. The curriculum will be freely available and self-paced. This will increase the project's impact, making this curriculum available to both individuals and school systems across the nation.

Goal #6: Disseminate the PD curriculum and data about its impact widely to schools and libraries serving diverse youth across the country.
A core focus of year three will be disseminating the PD curriculum to a broader set of schools across the country. Project personnel will maintain a website where the curriculum and associated research are easily and freely accessed. The website will also include a repository of plans created by the teams who participated in the pilot phase of the project and will be available both on the web and in eBook format. This repository will serve as a valuable resource to support future librarians and educators in their efforts to build cultural competence and promote culturally relevant pedagogy in their schools and libraries. The curriculum will also be disseminated

nationally through webinars, conferences, and print publications. Project personnel, library partners, advisory board members, and the participants will use their professional connections and affiliations to encourage widespread adoption. We will also specifically seek out other school districts that serve large numbers of youth of color and/or have equity plans similar to WCPSS and inform them of the PD curriculum.

As Table 1 shows, we will employ a multi-pronged approach to evaluate the project, including the curriculum's impact on participants' culturally responsive teaching self-efficacy and their ability to incorporate culturally competent pedagogy practices. First, we will compare and analyze participants' self-efficacy scores from before and after the PD session. Second, we will collect participant work products (lesson plans, reflections, PLC meeting minutes, evaluations of student impact, etc.) and evaluate them using a rubric. Third, we will analyze the transcripts of the webinars and site visit meetings for evidence that participants have internalized and implemented the curriculum material.

Table 1: Overview of Measurable Outcomes, Data Sources, and Targets for Each Phase of the Project

Year 1: June 2016-May 2018

Measurable Outcome 1	**Identify current efforts, existing challenges and needs, and best practices for promoting cultural competence, culturally relevant pedagogy, and equity literacy in schools and libraries.**
Data Sources	Systematic review of relevant research, white papers, & website content
Data Intervals	June 2016 - December 2016
Target	▪ Content analysis of relevant research, reports, etc. completed ▪ Needs and key professional development topics identified
Measurable Outcome 2	**Develop PD curriculum that includes a suite of blended experiences promoting school librarians' and their collaborators' competencies in and commitments to culturally relevant pedagogy and equity literacy.**
Data Sources	Feedback from advisory board members (survey with interview follow-up)
Data Intervals	December 2016 - June 2017
Target	Curriculum prototype developed and ready for piloting

Year 2: August 2017-May 2018

Measurable Outcome 1	**Pilot and refine project curriculum over the course of three iterations of curriculum implementation with 30 participants each.**
Data Sources	▪ Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) – Extended (See Appendix C) from all participants in each of three iterations of the curriculum (pre- and post-) ▪ Daily reflections to be completed by participants ▪ Observations by project team members ▪ Feedback from PD participants and project advisory board members ▪ Analysis of participant work samples from PD sessions

Data Intervals	June 2017 – August 2017
Target	Participants will: ▪ Include culturally competent pedagogy practices in lesson/and or unit plans ▪ Demonstrate an increase of at least 15 points on the Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) Extended from pre- to post-test Project team will: ▪ Iteratively implement and revise curriculum using principles of DBR
Measurable Outcome 2	**Project staff will provide librarians and their collaborators with support to employ tools and techniques learned in the PD to effect change within their schools**
Data Sources	▪ Participant work products (lesson planning forms, post-teaching reflections, etc.) ▪ Evidence of student impact provided by project participants ▪ Bi-monthly webinar content ▪ Project team notes from bi-monthly webinars and site visits with participant teams
Data Intervals	August 2017 – May 2018
Target	Participants will: ▪ Include culturally competent pedagogy practices in lesson/and or unit plans ▪ Document and assess changes in student attitudes, behaviors, engagement, and learning ▪ Demonstrate an increase of at least 10 additional points on the Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) Extended from pre- to post-test ▪ Provide professional development for their building level colleagues (format & frequency TBD by team in conjunction with WCPSS project staff) Project staff will: ▪ Develop and provide bi-monthly webinars for project teams ▪ Conduct bi-monthly site visits

Year 3: June 2018-May 2019

Measurable Outcome 1	**Develop an online version of project curriculum to provide online, self-paced, multimedia and interactive training that simulates in-person workshop content and activities**
Data Sources	Advisory board feedback; data from Year 2 PD design and implementation
Data Intervals	June 2018 – December 2018
Target	▪ Online modules developed ▪ Project staff will collect participant lesson plans and publish them as a freely accessible e-book.
Measurable Outcome 2	**Disseminate the PD curriculum and data about its impact widely to schools and libraries serving diverse youth across the country.**
Data Sources	▪ Website statistics ▪ Publication readership statistics

	▪ Conference presentations by project staff ▪ Post-completion surveys administered to online attendees
Data Intervals	August 2018 – May 2019
Target	▪ At least 100 educators including school librarians, teachers, and literacy coaches will access the online project curriculum ▪ Online Project curriculum will be referenced/linked to on at least 10 online platforms (e.g. School Library Journal website) reaching combined audiences of at least 50,000 people ▪ Project staff will present at three or more national school library and/or education conferences aiming for total attendance of 100 or more educators (including school librarians, literacy coaches, and classroom teachers). ▪ Project staff will publish at least two research articles in peer-reviewed LIS journals focusing on the design and impact of the curriculum. ▪ Project staff will publish at least two articles in popular LIS and Education practitioner-based journals (such as Phi Delta Kappan and Knowledge Quest). ▪ Project staff will monitor post-completion surveys and may revise online content based on feedback from respondents.

4. Project Resources: Personnel, Time, Budget

We have assembled a project team with exemplary skills, experience, and accomplishments related to the focus of the proposed work. The commitments that key personnel have made to the project will ensure that the curriculum and the PD modules are of the highest quality and will be adopted widely by school librarians and educators serving diverse youth. The time commitments and responsibilities of each are described in detail in the attached **Budget Justification.**

Project Director: Dr. Sandra Hughes-Hassell, Professor, will serve as the project director and PI. Hughes-Hassell's research focuses on social justice issues in library services, culturally relevant practice in libraries, and diverse youth literature. She has published widely, and presented locally and nationally, on topics related to this project such as critical race theory, culturally relevant pedagogy, and the role of librarians in supporting the literacy needs of African American youth. She co-developed and teaches a diversity course for youth services students at UNC-CH. She is co-editor of a forthcoming book entitled *Libraries, Literacy, and African American Youth: Research & Practice.* Hughes-Hassell will function as the overall project manager, coordinating all activities with project staff, project partners, and advisory board members.

Post Doc Scholar: Casey Rawson, who will be graduating from SILS in Spring 2016 with her PhD, will be co-PI and will lead the development of both the project curriculum and the online modules. Rawson's research focuses on teacher-librarian collaboration (particularly in STEM content areas), education of school librarians, and issues of diversity and equity in school librarianship. She was co-PI on the 2011 IMLS grant discussed above and has co-authored many publications with Hughes-Hassell on topics related to the project. She is also co-editor of the forth coming book *Libraries, Literacy, and African American Youth: Research & Practice.* She is an expert on Design-Based Research, holds a Master's of Arts in Teaching and an MSLS degree, and has years of curriculum design experience in both K-12 and higher education settings.

PhD. Student: We are asking for support for Kimberly Hirsh, a current SILS PhD student. Her participation in the project will serve as an integral component of her doctoral education, increasing her knowledge of cultural

competency and equity literacy, as well as allowing her to hone her teaching and research skills. She will be mentored by Hughes-Hassell and Rawson.

SILS Faculty: In addition to Hughes-Hassell, Drs. Claudia Gollop and Brian Sturm will participate in the development of the PD curriculum, engage in refinement of the curriculum, and assist with the conversion of the PD to the online modules. Dr. Gollop is a leader in SILS' diversity initiatives and oversees SILS participation in the WISE Consortium, a collaborative, distance education model that provides access to online education opportunities in LIS. Dr. Sturm leads the public library youth services program at SILS and teaches in the areas of children's literature, storytelling, and developing library programs and services for youth. Additionally, he has many years of curriculum design experience in higher education.

Partner Organizations: The project personnel from NCCU will be Dr. Pauletta Bracy. Dr. Bracy is professor in the School of Library and Information Sciences at NCCU where she also serves as Director of the Office of University Accreditation. Her teaching and research focuses on ethnic perspectives in literature and meeting the needs of African American youth in school and public libraries. She is one of the co-editors of the forth coming book *Libraries, Literacy, and African American Youth: Research & Practice*. WCPSS project personnel will include Teresa Bunner and Kendra Allen. Bunner is the Coordinating Literacy Teacher for High Schools. She co-facilitated with 20 high school students on the Student Six project, a professional development series on creating culturally responsive classrooms. Allen is Library Media Coordinating Teacher for Secondary Schools. The project partners will participate in the development of the PD curriculum, assist with the summer PD, engage in refinement of the curriculum, and support conversion of the toolkit to the online modules.

Advisory Board (AB): We have assembled an advisory board whose members hold a wide variety of experience and expertise directly related to this project. AB members include Dr. Mega Subramaniam, an expert on working with disadvantaged young people; Dr. Jamie Naidoo, an expert on providing library services to diverse populations, especially Latino youth; Dr. Kafi Kumasi, an expert on issues of literacy, equity and diversity; Dr. Sarah Park Dahlen, an expert on social justice and libraries; and Pam Berger an expert on developing face-to-face and online professional development for teachers and librarians. We will conduct virtual meetings with the AB three times per year to obtain their continuous feedback and input, and will engage their specific expertise in the development of the PD components. (See Appendices D & E)

Facilities, Equipment, and Supplies: Since the three face-to-face professional development sessions will take place in the WCPSS, we will be using their space and technology infrastructure. For the purposes of the online module development and dissemination, we will leverage existing infrastructures available at UNC-CH, such as server, webinar and content management platforms, and data storage.

Time: The grant will run from June 1, 2016, until May 31, 2019. The project timeline is detailed in the attached **Schedule of Completion**.

Budget: Funds are requested for: (1): salary and fringe benefits for the PI during the summer; (2) support for the post doc including salary and fringe benefits; (3) graduate student support including tuition, stipend, benefits, and fees; (3) travel support for the SILS post doc scholar and graduate student, 2 WCPPS partners, and 1 NCCU partner; (4) honorariums for the 90 WCPPS educators who will take part in the PD, for the AB members; and for the four high school students who will participate in the PD; (5) substitute coverage for the WCPSS educators who work in year-round schools (planning for 45); (6) lunch and snacks for the 3 PD sessions, and (7) support for SILS IT. **See Budget related forms and justification for further details.**

5. Diversity Plan
The initial focus of this project will be on three cohorts of educators (including school librarians) in the

WCPSS. WCPSS is the 16th largest school district in the country and enrolls over 155,000 students in 171 schools.[34] Given an average enrollment of over 900 students per school, this first phase of the project could reach more than 27,000 students as their school librarians collaborate with other educators in the schools to implement culturally relevant library services, programming, and instruction for all students. To determine which schools are represented in the face-to-face phase of this project, we will develop an application process that takes into account student demographics, school level (elementary, middle, or high), school location, and principal support to ensure that our cohorts are as diverse as possible.

WCPSS adopted Effective Teacher Framework (http://effectiveteacher.wcpss.net/) and an Equity Service Model (see Appendix B) that calls for PD focused on equity leadership and culturally relevant teaching for all district staff. Their goals as laid out in the Equity Service Model align closely with the goals of this project. However, they have no current plans for equity-related PD specifically tailored to school librarians, and this grant would fill that gap. In addition, WCPSS was chosen as a partner because of its diversity in a number of key dimensions. First, it is racially diverse; over half (51.4%) of enrolled students are youth of color.[35] In addition, the county is geographically diverse, comprising an area of 857 square miles that includes twelve municipalities ranging from the urban center of Raleigh, with a population around 450,000, to the small rural town of Zebulon, with a population under 5,000.[36] WCPSS serves students from a variety of socioeconomic backgrounds, with approximately one-third of its students eligible for free- or reduced-price lunch. The district also serves nearly 12,000 students in its Limited English Proficiency program.[37] Individual schools vary widely in terms of size and student demographics (e.g. percentage of youths of color enrolled ranges from 16.4% to 98.9%).[38] This diversity should help to ensure that the curriculum we develop is appropriate for school librarians in a wide variety of settings.

6. Communication Plan
Our communication plan is ongoing throughout the project lifecycle and will ensure that our PD curriculum will reach a large and broad audience of librarians and educators. Primary communication will be through the project website, which will include details about the project and, in year 3, the PD modules. We will leverage the extensive professional networks of project personnel (UNC, NCCU, & WCPSS), project participants, and the advisory board to publicize the project website. Learning how project participants find out about PD opportunities will inform our communication process. During each year of the project, we will share our progress at national and state conferences geared toward school librarians and their collaborating colleagues, including conferences hosted by AASL, ALA, NCTE, and state library organizations. We will publish our work in peer-reviewed publications such as the *School Library Research* and *Library Quarterly*. We will also write web-based and print pieces geared toward practitioner audiences to ensure the curriculum becomes widely known. Potential target outlets include *American Libraries*, *Knowledge Quest*, and *School Library Journal*. We will use social media channels such as Twitter and Facebook to circulate these pieces broadly.

7. Sustainability Plan
The self-directed, online curriculum that will result from the activities in Year 3 of the grant will contribute greatly to its sustainability. UNC Chapel Hill will take responsibility for maintaining the project website and associated materials. The curriculum and associated materials will be licensed under a Creative Commons Attribution-NonCommercial-ShareAlike license (CC BY-NC-SA). This license will encourage wide and flexible adoption of our PD resources by allowing others to remix, tweak, and build upon them non-commercially, provided they credit project personnel and license their new creations under the same terms. These resources will include an e-book consisting of the collected lesson plans and associated materials developed by WCPSS participants. We are confident of attracting a large and steady audience for this curriculum as issues of equity will only grow more prominent in coming years as K-12 student populations continue to diversify. Elements of the online curriculum may also be incorporated into coursework at UNC-CH, NCCU, and elsewhere to help prepare preservice school librarians for the diverse populations they will serve.

Year 1: June 1, 2016-May 31, 2017

Project Activity	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Activity 1: Convene advisory board	▬											
Activity 2: Conduct analysis of literature	▬	▬	▬	▬	▬	▬						
Activity 3: Develop first iteration of curriculum							▬	▬	▬	▬	▬	▬
Activity 4: Receive ongoing feedback from advisory board							▬	▬	▬	▬	▬	▬
Activity 5: Begin dissemination efforts (develop project website)	▬	▬										

Year 2: June 1, 2017-May 31, 2018

Project Activity	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Activity 1: Deliver curriculum to 3 cohorts	▬	▬	▬	▬	▬	▬	▬					
Activity 2: Refine curriculum (Utilizing DBR means curriculum revision is ongoing and iterative)	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬
Activity 3: Provide support for cohorts to design, implement, and evaluate culturally relevant teaching strategies				▬	▬	▬	▬	▬	▬	▬	▬	▬
Activity 4: Receive ongoing feedback from advisory board		▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬
Activity 5: Disseminate information re: project via project website & conferences	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬

Project Activity	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Activity 1: Develop online version of project curriculum	————	————	————	————	————	————	————					
Activity 2: Post curriculum to project website								————	————	————		
Activity 3: Receive feedback from advisory board	————	————	————	————	————	————	————	————	————	————		
Activity 4: Disseminate information re: project via project website & conferences	————	————	————	————	————	————	————	————	————	————	————	————

DIGITAL STEWARDSHIP SUPPLEMENTARY INFORMATION FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded research, data, software, and other digital products. The assets 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 is not always straightforward. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and best practices that could become quickly outdated. Instead, we ask that you answer a series of questions that address specific aspects of creating and managing digital assets. 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

If you propose to create any type of digital product as part of your project, complete this form. We define digital products very broadly. If you are developing anything through the use of information technology (e.g., digital collections, web resources, metadata, software, or data), you should complete this form.

Please indicate which of the following digital products you will create or collect during your project (Check all that apply):

	Every proposal creating a digital product should complete …	Part I
	If your project will create or collect …	**Then you should complete …**
☐	Digital content	Part II
☐	Software (systems, tools, apps, etc.)	Part III
☐	Dataset	Part IV

PART I.

A. Intellectual Property Rights and Permissions

We expect applicants to make federally funded work products widely available and usable through strategies such as publishing in open-access journals, depositing works in institutional or discipline-based repositories, and using non-restrictive licenses such as a Creative Commons license.

A.1 What will be the intellectual property status of the content, software, or datasets you intend to create? Who will hold the copyright? Will you assign a Creative Commons license (http://us.creativecommons.org) to the content? If so, which license will it be? If it is software, what open source license will you use (e.g., BSD, GNU, MIT)? Explain and justify your licensing selections.

A.2 What ownership rights will your organization assert over the new digital content, software, or datasets and what conditions will you impose on access and use? Explain any terms of access and conditions of use, why they are justifiable, and how you will notify potential users about relevant terms or conditions.

A.3 Will you create any content or products which may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities? If so, please describe the issues and how you plan to address them.

Part II: Projects Creating or Collecting Digital Content

A. Creating New Digital Content

A.1 Describe the digital content you will create and/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 or the name of the service provider who will perform the work.

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

B. Digital 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 (e.g., storage systems, shared repositories, technical documentation, migration planning, 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 CFR 200.461).

C. Metadata

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

C.2 Explain your strategy for preserving and maintaining metadata created and/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 digital content created during your project (e.g., an API (Application Programming Interface), contributions to the Digital Public Library of America (DPLA) or other digital platform, or other support to allow batch queries and retrieval of metadata).

D. Access and Use

D.1 Describe how you will make the digital content 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 and URL(s) (Uniform Resource Locator) for any examples of previous digital collections or content your organization has created.

Part III. Projects Creating Software (systems, tools, apps, etc.)

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) this software will serve.

A.2 List other existing software that wholly or partially perform the same functions, and explain how the tool or system you will create is different.

B. Technical Information

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

B.2 Describe how the intended software will extend or interoperate with other existing software.

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

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

B.5 Provide the name and URL(s) for examples of any previous software tools or systems 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 an open-source license to maximize access and promote reuse. What ownership rights will your organization assert over the software created, and what conditions will you impose on the access and use of this product? 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 any prohibitive terms or conditions of use or access, explain why these terms or conditions are justifiable, and explain how you will notify potential users of the software or system.

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 be publicly depositing source code for the software developed:

Name of publicly accessible source code repository:
URL:

Part IV. Projects Creating a Dataset

1. Summarize the intended purpose of this data, the type of data to be collected or generated, the method for collection or generation, the approximate dates or frequency when the data will be generated or collected, and the intended use of the data collected.

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?

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).

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.

5. What 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).

6. What documentation (e.g., data documentation, codebooks, etc.) 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?

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

8. Identify where you will be publicly depositing dataset(s):

   Name of repository:
   URL:

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

Original Preliminary Proposal

Project READY: Reimagining Equity and Access for Diverse Youth
A Professional Development Curriculum

The School of Information and Library Science at the University of North Carolina at Chapel Hill, the School of Library and Information Sciences at North Carolina Central University, and Wake County (NC) Public Schools are proposing a three-year Continuing Education Project to develop a professional development curriculum that includes a suite of blended professional development experiences for school librarians, classroom teachers, and school literacy coaches that focuses on cultural competence, culturally relevant pedagogy and equity literacy. The 2015 IMLS Focus Report on Learning in Libraries puts forth a call for design-based, collaborative projects focused on transferring knowledge from research to practice. Project READY will answer that call by developing an innovative and scalable professional development curriculum following an iterative process that both informs, and is informed by, school library practice and practitioners. The proposed project builds on work began with funding from a 2011 IMLS National Leadership Forum grant *Building a Bridge to Literacy for African-American Male Youth: A Call to Action for the Library Community.*

The Need: Issues of race and equity have recently come to the forefront of national dialogue in the United States as instances of racial violence in Ferguson, Baltimore, Charleston, and elsewhere have brought to light challenges of both personal and systemic racism faced by people of color. Against the backdrop of this discussion and debate, a historic milestone was quietly reached in the American public school system during the 2014-2015 school year: for the first time in history, youth of color made up the majority of students attending U.S. public schools.

The emphasis on teaching and collaboration in the most recent set of AASL national professional standards for school librarians means that they are now expected to take a direct role in the instruction of students to an unprecedented degree. Yet, for school librarians in the United States - the majority of whom are middle aged, White, English-speaking females - the recent and rapid demographic changes in their student populations have left many of them "struggling to connect with a completely new set of learners, with cultural backgrounds distinctly different from each other and from their teachers." New research has found that while school librarians recognize the need for cultural knowledge and awareness in developing effective instruction for these youth, they also feel they lack the knowledge and experience necessary to enact such instruction. As a result, many youth of color "feel like outsiders in library spaces," compounding the extensively documented challenges and inequities these youth face in school in general - inequities that to be redressed require changes in instructional practices in classrooms and libraries. Research shows that professional development can help educators "to continually reassess what schooling means in the context of a pluralist society; the relationships between teachers and learners; and attitudes and beliefs about language, culture, and race."

Project Goals and Outcomes: The proposed project goals align with the goals and objectives of the 2012-2016 IMLS Strategic Plan *Creating a Nation of Learners,* specifically the commitment 1) to invest in projects that provide inclusive and accessible learning opportunities to individuals of diverse geographic, cultural, and socioeconomic backgrounds; individuals with special needs; and underserved communities; and (2) support the training and development of library leadership to meet the needs of diverse publics in a rapidly changing environment.

    Goal #1: Identify and analyze current efforts, existing challenges and needs, and best practices for promoting cultural competence, culturally relevant pedagogy, and equity literacy in schools and libraries.
    Goal #2: Develop a curriculum and a suite of blended professional development experiences that expands school librarians' and their collaborators' cultural competence, including their understanding of how race and culture affect learning, their ability to implement culturally responsive teaching, and their commitment to equity literacy.
    Goal #3: Use a Design Based Research (DBR) approach to pilot and refine the project curriculum.

Goal #4: Provide ongoing support to librarians and their collaborators as they employ tools and techniques learned in the PD to effect change within their schools, making a lasting difference in the lives of underserved and marginalized populations.

Goal #5: Develop an online version of project curriculum that will provide online, self-paced, multimedia and interactive training that simulates in-person workshop content and activities.

Goal #6: Disseminate the curriculum and PD components widely to schools and libraries serving diverse youth across the country.

Impact: School librarians and their collaborative partners (classroom teachers and literacy coaches) will constitute the direct audience for the professional development resources resulting from this work. The ultimate beneficiaries, however, will be the students of color these educators serve, who stand to gain critical 21st century skills as a result of librarians and educators' increased capacity and transformed practices in the areas of cultural competence, culturally relevant pedagogy, and equity literacy. The proposed project will have the following impact on school librarians, their collaborative partners, and students of color:

1. Contribute to theoretical knowledge about culturally responsive librarianship: Design Based Research (DBR) studies have scientific, societal, and practical outcomes, and as this project employs the DBR approach, we anticipate that it will have an impact in each of these areas. The scientific impact of this project centers on the research contributions our work will make toward theories of culturally relevant pedagogy, cultural competence, and equity literacy, specifically as applied in school library contexts where these concepts have to date received little attention. Situating the initial design of our professional development in existing theoretical frameworks, as is standard in DBR studies, will allow us to apply and extend those theories *in vivo* while working with the school cohorts, following up with them via site visits and webinars, and implementing the online PD modules. Our contributions to the knowledge base in these areas should be valuable for other researchers and practitioners interested in exploring similar issues in different contexts (for example, best practices for collection development to support equity literacy).

2. Build knowledge and transform the practice of school librarians and their collaborative partners: Societally, the proposed project will potentially impact tens of thousands of students by transforming the practice of participating school librarians and their collaborative partners. The curriculum and professional development resources will equip school librarians and the educators with whom they collaborate with the knowledge and skills necessary to teach all students equitably and powerfully, in ways that connect with and affirm their individual and cultural identities, which has been shown to play a major role in promoting academic achievement and resilience in youth of color. The curriculum will not only teach these educators the theory, rationale, and principles of culturally responsive pedagogy, but it will also support these educators as they enact these ideas in their schools.

3. Develop a flexible, research-based, field-tested professional development curriculum that can be implemented nationwide. In the practical domain, the proposed project will result in a field-tested, research-based professional development curriculum for school librarians and their collaborative partners. All of the materials for this professional development will be made freely available online under a Creative Commons license so that any school librarian, school district, or other entity can access, adapt, share, and implement the PD. We anticipate these materials to include handouts, presentation slides, reading lists and guides, and other materials for in-person professional development as well as multimedia content organized into online modules. Because the design of these materials will occur over multiple iterations in a diverse school system, we anticipate that these materials will be immediately usable without extensive revision for most schools and school systems.

Budget: The estimated budget for this project is $ 586,401. Cost share in the amount of $365,798 will be provided by the project partners for the portion of the project budget subject to cost share.