

*Free Library of Philadelphia: Skills for Community-Centered Librarianship*  
Proposal to the IMLS 2017 Laura Bush 21st Century Librarian Program

**Abstract**

The Free Library of Philadelphia proposes a continuing education project, *Skills for Community-Centered Librarianship*, which will nationally advance the IMLS Community Anchors funding priority. This initiative will achieve the goals of the Laura Bush 21st Century Librarian Program by resulting in a practical, field-tested, comprehensive curriculum and webinar series for public libraries to build the community engagement capacity of their staff. The proposed project has gained the commitment of the American Library Association, OCLC WebJunction, and an advisory board composed of LIS faculty and professionals from multiple library systems, small and large. The proposed grant of \$480,955 will be matched by funds of \$489,106.

Expanding the capacity of library staff to be transformational change agents in local neighborhoods is an urgent, field-wide priority for public libraries. Several IMLS-funded precedents demonstrate the need and show professional consensus around the kinds of community engagement skills that need cultivation. These precedents include the Salzburg Curriculum, the WebJunction/OCLC *Competency Index for the Library Field*, and University of Maryland's *Re-Envisioning the MLS* initiative. This project will synthesize key elements of these and other existing models, with an emphasis on practical skills for community engagement and putting ideas into action. The curriculum will be organized around three learning modules with nine skills essential to foster and sustain impactful programs and partnerships:

**Module 1 – Outreach:** (1) Asset mapping (2) Partnership building (3) Storytelling and marketing

**Module 2 – Program Development:** (1) Project management and failing forward (2) Communication (3) Evaluation

**Module 3 – Leadership:** (1) Personnel management (2) Team dynamics (3) Innovation

A broad range of public library staff and national advisors will define, shape, and improve the curriculum, including an in-person meeting of the National Advisory Committee in April 2018 to coincide with the Public Library Association conference in Philadelphia. The in-person training program will be designed for completion over six weeks, including twelve total hours of face-to-face education, as well as time for in-action projects with the community. The Free Library of Philadelphia will test the curriculum with 250-300 library staff, in multiple cohorts. The Shippensburg Public Library in Pennsylvania will conduct its own pilot, so that the rural library experience is considered along with the experiences of a large urban system. The national advisors also will be asked to test the curriculum.

Print/downloadable curriculum materials (free and licensed Public Domain) will be developed for use by teams of library staff, library systems, or other training providers such as library consortia or state libraries. A project blog will be continually updated throughout the project to share reflections, hurdles, and successes. WebJunction will present a series of three webinars, and host and promote the curriculum through its website, newsletter *Crossroads*, and social media channels. The American Library Association will implement a robust national communications plan.

The long-term outcome of this project is to increase skills in effective community engagement and program development among public library staff, ultimately leading to more impactful programs and partnerships.

The Free Library of Philadelphia is grateful for the opportunity to present this public library continuing education project, *Skills for Community-Centered Librarianship*, which will nationally advance the IMLS Community Anchors funding priority. The proposed grant of \$480,955 will achieve the goals of the Laura Bush 21st Century Librarian Program by creating a practical, comprehensive curriculum guide and online training series for public libraries to build their community engagement capacity.

We know that libraries need to change. Libraries must shift from being passive warehouses of resources to active, programming-rich learning centers. Our proposal aims to give all types of public libraries the support to make this change happen on the front lines of library services. The curriculum will be organized around three modules—Outreach, Program Development, and Leadership—covering nine interconnected skills that are essential for library staff to foster and sustain impactful programming, in partnership with the communities they serve.

Expanding the capacity of library staff to be transformational change agents in local neighborhoods is an urgent institutional priority for the Free Library of Philadelphia. It is also a field-wide priority for public libraries. For this reason, the proposed project has gained the commitment of the American Library Association, OCLC WebJunction, and an advisory board composed of LIS faculty and professionals from multiple library systems, small and large. The Free Library of Philadelphia and our partners will shape, test, and refine the curriculum, initially benefiting 250-300 library staff, and then delivering it to the broader library field.

## 1. STATEMENT OF NEED

Like many libraries across the nation, the Free Library of Philadelphia is undergoing a paradigm shift. Our extensive collections offer boundless discoveries, but increasingly our focus is not only on what is housed within our walls and on our servers, but also on how we are engaging with our communities. The Free Library of Philadelphia consistently delivers millions of *transactions* each year—circulation counts, door counts, website use, and program attendance. But increasingly, we seek to deliver *transformations* and to deepen the public impact of our mission. This requires staff to be more skilled in assessing community needs, developing strategic collaborations, and piloting and managing new kinds of programs.

A useful metaphor for this transition comes from librarian and consultant Joan Fry Williams, who said that libraries must become less like grocery stores and more like kitchens, where knowledge is not only found in containers and consumed, but is actively constructed and ignited. Libraries must become “social places where [learners] mix a rich set of ingredients (information, resources, talents) into an exciting new concoction that can then be shared.” (As quoted by project advisor David Lankes. See *Supporting Document 1: References*.)

For many years, librarianship had relatively stable competencies. Technical formats have evolved, but the work of librarians remained centered around collection development, preservation, and access. In recent decades, there has been an emphasis on rapid skills development to keep pace with new computer technologies. As this section will show, library leaders as well as faculty leaders at MLIS programs concur that there is an urgent need to deploy an entirely new set of *community-centered* competencies across the public library field.

The Free Library of Philadelphia reflects this field-wide need at the micro level. Stronger staff capacity in program planning, partnership development, and evaluation was recognized as a core need during the Free Library’s strategic planning process. (See *Supporting Document 2: 2012-2017 Strategic Plan Summary*.) The strategic plan also calls for all staff to experiment, explore, and challenge the status quo. This continuing education initiative aims to help all staff develop a strong skill base to identify, plan, and pilot service innovations. The Free Library recently completed a significant organizational redesign, grouping its 54 libraries

into nine geographic clusters of five to seven locations each. In 2015, the Free Library hired its first Manager of Community Relations with a community organizing background, who helps the clusters form deep relationships in their neighborhoods. We plan to hire three additional community engagement positions in the coming year. Several library managers in Philadelphia have completed the Harwood Institute for Public Innovation's "Turning Outward" program, or other specialized trainings in discrete topics like collective impact, but we recognize the need for training that resonates across the workforce, that is comprehensive in its skills development, and that immediately puts skills into practice. Fully responding to the paradigm shift in library services will require that community engagement skills be widespread across the library workforce, and not limited to specialist positions. The Free Library of Philadelphia is joined by many other public libraries which are investing in new kinds of structures and staff positions, but who also recognize the need for community engagement skills to be activated across the library field.

The proposed curriculum will develop skills among MLIS librarians as well as staff who have followed other paths to their current work. For those librarians and administrators who already hold an MLIS, this training opportunity will augment the knowledge gained from their postgraduate education. MLIS programs have not traditionally included much focus on the curriculum topics outlined for this proposal, and while some MLIS programs now include greater focus on community engagement, the large majority of library staff received their MLIS degree more than five years ago (in the case of Philadelphia, 51% of staff completed their MLIS 6-15 years ago, and another 27% completed it more than 15 years ago). Although this project emphasizes continuing education, we will proactively share the curriculum with LIS faculty as part of project dissemination. This continuing education program will also help develop community engagement skills among staff who do not hold an advanced degree, but who nonetheless serve key public roles. This inclusive approach will also prove beneficial to other libraries who wish to replicate the program, because many public libraries rely significantly on non-MLIS staff.

### ***Grounding in Established Research***

A different kind of library workforce preparation is now well-established as a field-wide priority. ALA Past-President Sari Feldman wrote in 2015: "We know that the future relevance of libraries and library professionals will depend on what we *do* for people rather than what we *have* for people." The Aspen Institute's influential report, *Rising to the Challenge: Re-Envisioning Public Libraries*, states:

As the breadth of the library's role and impact in the community continues to evolve, leadership and professional development will be crucial to continued success in the digital era. Library leaders will need to design transformative change and become experts in their communities. They will also need to invest in developing their staff in ways that may be very different from what they learned in school or have done in the past.

Three recent IMLS-funded projects are particularly helpful precedents. These projects resulted in competency frameworks that outline the specific skills needed for 21st-century librarianship. In *Supporting Document 3: Curriculum Outline*, please find listed each skill area of the proposed new curriculum, mapped against these established competency frameworks to show how closely they align.

The first of these frameworks is called the Salzburg Curriculum, led by Dr. David Lankes (an advisor to this project) along with Dr. Michael Stephens. This competency framework was the result of a convening in 2011 of museum and library professionals from 31 countries. It outlines in very broad strokes their agreement about the skills needed for professionals working in an era of "participatory culture." The Salzburg Curriculum gives a general competency framework that all postgraduate library and museum studies programs can follow.

According to Lankes, many of these skills are longstanding in the field, but one set of skills is entirely new: Librarians must now be skilled in **“Transformative Social Engagement.”**

The second useful competency framework comes from the 2015 University of Maryland report, called *Re-Envisioning the MLS*. Like the Salzburg Curriculum, it also calls for skills that were not traditionally emphasized by MLS programs. The report opens by validating a core theme driving this project:

A significant shift has occurred in information organizations. The shift de-emphasizes the physical collections to focus more on individuals and the communities that they serve, in particular how institutions can facilitate community and individual change and transformation through learning, making, content creation, and other forms of active and interactive engagement.

Skills required for this new emphasis on community transformation include: **community needs assessment, innovation, program design, understanding demographic trends, and evaluation for continual improvement.** All of these skills are covered in the proposed curriculum.

Finally, this project advances the WebJunction/OCLC *Competency Index for the Library Field*, most recently updated in 2014. The latest update added several new competencies, which are the very same skills emphasized in the proposed curriculum: **community engagement, partnership, communication, and accountability (i.e., measuring impact).** Additionally, WebJunction’s *CE Coordinator Needs Assessment* (2012) found in surveying library trainers that among the perceived areas for library skills development are **“forming partnerships and collaborating with organizations”** and **“outreach to underserved populations.”**

This project will build on these established competency frameworks to create a freely available, ready-to-use, in-depth training curriculum which will spread learning about community engagement competencies across the active library workforce. As a key project partner, WebJunction reports that many library training coordinators are seeking curriculum models that they can readily adapt to their local contexts. The results of this project will support those training coordinators within individual library systems, as well as library consortia, state libraries, and training consultants responsible for continuing education.

The proposed initiative is new and distinct from other continuing education opportunities. For example, PLA and many state library agencies offer a leadership program, but these are highly selective. Likewise, the Harwood Institute’s “Turning Outward” initiative has benefitted a select and growing number of library leaders. National and statewide conferences benefit a broader range of library staff, but community engagement topics are limited to the isolated one- or two-hour workshop. Discrete skill areas such as program evaluation and community dialogue are addressed by PLA’s *Project Outcome* and ALA’s *Libraries Transforming Community*. Leadership development in the library field is the focus of the Educopia Nexus project. OCLC WebJunction offers a high-quality range of free, online training resources for public libraries, including many that relate to community engagement skills. Distinct from all of these precedents, the proposed new curriculum will include a sustained, sequential immersion in community engagement skills that is freely available to all libraries. This project will synthesize key elements of these existing training models, with an emphasis on practical skills and putting ideas into action.

We recognize that public libraries have limited time and funding for staff development. John Palfrey writes in *BiblioTech: Why Libraries Matter More Than Ever in the Age of Google*:

In many library systems, there are too few hours in the day to do the research necessary to find the means of training and retraining, much less to accomplish this training. Given that public libraries are under major budget pressure, the notion of adding more staff or more hours to allow existing staff to

take time off to retrain may seem preposterous. And yet, if larger numbers of librarians do not soon invest the time and money necessary for this training and retraining, libraries as institutions risk falling behind.

The proposed grant will remove a significant barrier to staff development by offering a field-tested, well-researched, highly adaptable curriculum resource at no cost. Paired with a strong dissemination strategy, this project will spark widespread learning of community-centered librarianship.

## 2. PROJECT DESIGN

### *Project Design Overview*

The goal of this project is to build the skills that public library professionals need to successfully support community-based partnerships and program management, initially among the staff of the Free Library of Philadelphia and project partners, and ultimately at the national level among libraries with diverse constituencies and reach. This project assumes the need for library professionals to design and implement new kinds of outward-facing programming, often co-creating solutions with community partners and stakeholders.

Proposed funding will result in:

- Training of 250-300 public library professionals, and evaluation of this training process.
- A blog that will be continually updated throughout the proposed three-year grant to share the story of how the Free Library and its partners embarked on this journey.
- A print/downloadable curriculum including a trainer and student guide (free and licensed Public Domain).
- Via WebJunction, a series of three free webinars designed for the individual learner or small cohorts.

### *Overview of Project Design*

- The first year will be focused on curriculum development, which will be facilitated by language connectED, a professional curriculum design team, in consultation with library staff, project advisors, and contacts from allied fields like social work and community development.
- The second and third years will be used to present, evaluate, and refine the curriculum through an iterative process. This series of trainings will benefit MLIS and other frontline staff from the Free Library of Philadelphia, as well as project partner Shippensburg Library, a small library serving rural southcentral Pennsylvania, and other libraries represented on the advisory board.
- In the third year, the curriculum and related course content will be published freely online. WebJunction, ALA, and project advisors will support dissemination, as detailed below in *National Impact*.

### *Curriculum Content*

The three modules of this curriculum will include four in-person trainings, each covering specific topics, as follows:

**Module 1 – Outreach:** (1) Asset mapping (2) Partnership building (3) Storytelling and marketing

**Module 2 – Program Development:** (1) Project management and failing forward (2) Communication (3) Evaluation

**Module 3 – Leadership:** (1) Personnel management (2) Team dynamics (3) Innovation

Some of these skill areas overlap with core practices of the social work profession, such as using a strengths-based approach that weaves the library's services into an existing network of community assets, and developing partnerships with individuals and organizations to make social progress. Participants will also develop skills needed to launch strong and sustainable programs, such as innovation, project management, and evaluation. The curriculum is deliberately broad in scope and will leverage the experience of the participating professionals, scaffolding that knowledge and exploring each of the skill areas and how they intersect in practice. The project team originally envisioned fifteen, rather than nine skill areas, but has honed in on these nine skills in order to ensure that the training course is comprehensive yet manageable.

The entire in-person training program will be designed for completion over six weeks, including twelve total hours of face-to-face education. The four in-person sessions (three hours each week) will be designed around well-established principles of adult learning, offering a balanced mix of readings, discussions, reflections, activities, and speakers. Each module will include two weeks for completing independent, "in-action" projects, such as mapping community organizations in the neighborhood, making initial contact with potential partners, and sketching out a relationship development plan for those partners. These applied learning opportunities will be designed so that learners can synthesize that module's skill areas and apply them to their unique community contexts. Each module will close with time to come back together to learn, reflect, and troubleshoot after the experiential learning activities. After completing the six-week training program, participants will commit these skills to practice through a self-directed, twelve-week community project. To illustrate our vision for the learning experience, please see *Supporting Document 4: Learning Objectives, Assessment, Sequence*.

In addition to project-based learning, the participants will be asked to reflect on their experience, and some of these reflections will be shared on the project blog to be continually updated throughout the project. This reflective process will not only reinforce the ideas and learning experience, but will provide other library organizations with a lens into the educational process.

After it is piloted, tested, and improved, this in-person training program will be fully documented with trainer and student guides so that it can be adapted. The content also will be abbreviated into a series of three WebJunction webinars for the individual learner or small cohorts. These multiple points of access will maximize replicability and allow for the program to be customized.

### ***Curriculum Development Plan***

The curriculum development process will begin in the first year with a deeper assessment of current skills and knowledge of staff from participating libraries, using an online survey and interviews with participants and advisors. Through this assessment process, the curriculum developers will gauge current knowledge and confidence with different skill areas, identify the barriers that librarians face in their community engagement work, as well as identify "bright spots" showing what works. During the first year, the curriculum development team will also conduct a more thorough landscape analysis of existing curriculum resources from the library field. (The team has already laid the groundwork for this landscape analysis, as shown in *Supporting Document 1: References*.) The curriculum developers will also draw from our existing network of Philadelphia partners to gather input from allied fields like social work, community development, health, and education.

The curriculum developers represent the Philadelphia-based educational consulting firm, language connectED, which has designed tailored curricula and training solutions for the Children's Hospital of Philadelphia, Perelman School of Medicine, and the Free Library of Philadelphia. (See *Supporting Document 5: Sample Curriculum*.) Its materials include simulations and activities that explore cross cultural communication issues and assist adults in building strong communication skills.

### ***Project Staff***

A Staff Stakeholder Committee will ensure widespread organizational participation in the curriculum design process, provide input on the curriculum content, and advise on the deployment of the training sessions. Project Director is Lynn Williamson, Chief, Neighborhood Library Services Division. A grant-funded Project Coordinator, reporting to the Project Director, will support logistics such as communications to staff, scheduling, registration, supplies, and tracking results. The support of the Project Coordinator is essential to successfully executing this ambitious project. The position's other responsibilities include coordinating with the curriculum developers, evaluator, advisors, and national dissemination partners. (See attached *Position Description*.) Nathaniel Eddy, Strategy Coordinator in the Department of Strategic Initiatives, has served a lead role in planning and initiating the project as a system-wide strategic priority. The execution of the trainings will rely on the support and experience of the Training and Development Team, which brings strong experience in adult continuing education, including Geri Clement, Manager, and Tamoul Quakhaan, Library Supervisor. The staff stakeholder group will also include Miriam Holzman-Lipsitz, Manager of Community Relations, and other representatives from the neighborhood libraries.

### ***National Advisory Committee***

A National Advisory Committee represents MLIS faculty, community engagement professionals, and continuing education professionals. It will shape curriculum design through interviews, quarterly check-ins, and an in-depth review of the developed curriculum at an in-person meeting timed around the PLA Conference in Philadelphia in March 2018. (See letters of support.)

- Mary Davis Fournier, Deputy Director, Public Programs Office, American Library Association
- Aaron B. Mason, Assistant Director, Outreach and Programming Services, Cleveland Public Library
- Cindy Fesemyer, Director, Columbus (WI) Public Library
- Siobhan A. Reardon, President and Director, Free Library of Philadelphia
- Sara Gillis, Manager, Community Engagement, Halifax Public Libraries
- Homa Naficy, Chief Adult Learning Officer, Hartford Public Library
- Terrilyn Chun, Deputy Director of Public Services, Multnomah County Library
- Michelle Jeffers, Chief of Community Programs and Partnerships, San Francisco Public Library
- Jody Cole, Director, Shippensburg (PA) Public Library
- R. David Lankes, Ph.D., Professor and Director, University of South Carolina School of Library and Information Science

### ***Pilot Training in Philadelphia and Partner Libraries***

The Free Library is committed to an ambitious, mandated training program that will require sustained participation from 250-300 library staff over the course of Years Two and Three among a cycle of six cohorts per year. These staff represent a broad range of library functions, including Regional Coordinators, Administrative Librarians, Library Supervisors, Librarians, and other internal stakeholders including paraprofessional staff (see *Budget Justification* for a detailed staff breakdown). The trainings will be delivered by language connectED to class sizes of 25 participants maximum, generally drawn from libraries in proximate geographic clusters. The curriculum developers and evaluator will use these consecutive cohorts to identify patterns of what is working and make iterative improvements to the curriculum content.

This is a major organizational undertaking, to which the Free Library is committing staff time and use of library facilities. The training plan will disperse librarians to avoid closures and also adjusts for the busy Summer

Reading season. The trainings will take place at the Northeast Regional Library, Joseph E. Coleman Northwest Regional Library, Lucien E. Blackwell West Regional Library, and at Parkway Central Library.

The curriculum will also be tested with other library systems to help ensure it is adaptable to other contexts. The Shippensburg Public Library in rural Pennsylvania was recommended for this project by the Pennsylvania State Librarian and is committed to testing the full curriculum through in-person training to be led by languageconnectED in Shippensburg. Shippensburg will provide suggestions for adapting the curriculum to the needs of a rural library through a focus group to be conducted as part of their pilot training, and earlier, as a member of the National Advisory Committee.

All advisors will be encouraged to test all or parts of the curriculum with their staff. Diverse input from the field throughout the development and testing process is vital to creating a high-quality curriculum product, and we account for the potential risk of low commitment from partners by inviting advisors from libraries with a strong track record of community engagement, by including multiple points of engagement for advisors throughout the project timeline, and by including funds to help advisors pilot local trainings at their organizations.

### ***Evaluation Plan***

The project staff will work with a Philadelphia firm, Creative Research and Evaluation, which brings experience in community engagement work. Key learning outcomes will be determined for each module and will be monitored using a written survey (1-5 Likert scale) to gauge the change in knowledge, confidence, and skills, as well as how the training influences library professionals' creation of programs linked to community needs. These learning outcomes will be refined, but the following examples illustrate our vision:

- I feel confident contacting and communicating with community stakeholders.
- I'm aware of tools and processes to perform a community needs assessment.
- I know what to say in a first meeting with a stakeholder that will allow for a continued relationship.
- Once I meet a community stakeholder, I know how to build and maintain that relationship.
- I'm confident developing programming that meets the needs of community.

The Free Library has conducted a preliminary survey of its staff, with 90 responses, affirming the need for skills development. See *Supporting Document 6: Survey Results*.

Data collection methods in Year One will consist primarily of interviews with project leaders which are necessary to design a meaningful survey instrument. In Years Two and Three, a combination of interviews and focus groups, a survey for all training participants, and training observations will be used to evaluate the training process, gauge learning outcomes, and identify areas for curriculum improvement. The curriculum material itself will include a learning outcomes survey that other libraries can adapt. Measures of impact will include counting the number of participants in the in-person trainings, measuring the number and impact of local projects launched as a result of the trainings, and measuring national participation by tracking blog visits, webinar participation, and downloads of curriculum material. The long-term outcome of this project is to increase skills in effective community engagement and program development among public library staff, ultimately leading to more impactful programs and partnerships.



### **3. DIVERSITY PLAN**

A core value of community engagement is a commitment to lifting up all people, including the underserved and marginalized. The project design responds to the multiple dimensions of diversity, throughout curriculum design to implementation. This attention to diversity is critical in order for the resulting curriculum materials to be widely useful to the library field and responsive to our increasingly diverse communities. First, the curriculum will be designed to engage both MLIS-degreed librarians as well as library staff without advanced degrees, which helps to build a pipeline for community engagement work among the broadest possible range of staff. Second, curriculum design, testing, and dissemination will incorporate the experiences of multiple library systems, urban and rural, from various parts of the United States. Third, the curriculum will incorporate voices from outside the library field, especially community development and social work. Finally, the first module of the curriculum itself will emphasize the core library values of equity and inclusion.

Philadelphia is a city of tremendous ethnic and socioeconomic diversity, which positions it as an excellent laboratory for piloting the curriculum. The city's residents speak more than 150 languages. The Free Library's user base closely reflects the city's diversity. According to research from The Pew Charitable Trusts Philadelphia Research Initiative, 51% of adult Philadelphians visit the Free Library in a given year, representing 53% of African Americans, 48% of whites, and 47% of Hispanics. Free Library services are used equally by lower- and higher- income populations: 51% of those with household incomes under \$30,000 describe themselves as library users, as do 52% with household incomes over \$100,000. Our 54 locations reach into every local neighborhood, and we offer services for immigrant communities, individuals with disabilities, entrepreneurs, job seekers, returning citizens, teachers, and children and families.

### **4. NATIONAL IMPACT**

#### ***National Dissemination***

National participation will begin at the curriculum design phase. The curriculum developers will interview members of the advisory board early in the design process (fall 2017) and gather continued feedback through quarterly check-ins. The following spring, the advisors will gather in Philadelphia for two days to fully review and help refine the curriculum based on their local experiences, before it is tested with the first cohort of trainees starting in Year Two. During the curriculum testing phase, the Shippensburg Public Library in rural Pennsylvania will augment the testing by conducting their own pilot, so that the rural library experience is considered along with the experiences of a large urban system. Also during the design phase, the national advisors will be asked to test parts of the curriculum with their own staff.

In order to get further national input and build early awareness, the project development will be shared from the beginning through a blog to be hosted by the Free Library and updated at least monthly. In addition to providing training participants with an opportunity to reflect and share their experiences, the project blog will capture insights from the advisor libraries and others in the field, and provide a forum to share stories, hurdles, and successes, as well as to welcome discussion from others in the field. It can also be a platform for sharing pilot programs that are launched as a result of the trainings.

A key dissemination partner in the project is WebJunction, whose mission is to support the development of the library profession through free, online educational content, and who brings leading experience with a spectrum of online learning approaches. WebJunction has tremendous reach across the library field: Last year its webinars had 7,600 participants, and its e-newsletter, *Crossroads*, had 24,000+ subscribers. In Year Three, the curriculum

developers will work with Kendra Morgan, Senior Program Manager for WebJunction, to develop and present a series of three webinars designed for individual end-users or small cohorts from a library system. Each webinar will provide an overview of one of the three training modules, and include stories from participating libraries and the voices of training participants. WebJunction will support the dissemination of the project by promoting the training content to its widespread user community of library learners through WebJunction.org, its newsletter *Crossroads*, and its social media channels. WebJunction will also support project sustainability through two channels: First, a project landing page on WebJunction.org which will provide ongoing access to the training material with a project overview, curriculum documents, links to external resources, and webinar recordings. Second, the recordings of webinars will be placed in WebJunction's course catalog, along with links to the curriculum materials.

The curriculum materials (including trainer's guides and participant's guides) will be designed so that the in-person training experience can be replicated by teams of library staff, library systems, or other training providers such as library consortia or state libraries. It will be designed with options for adaptability. For example, with ideas for bringing in local voices, options for adapting select skill areas as stand-alone learning experiences, and specific tips for working in different community contexts (e.g., rural areas, lower-income people, immigrant communities).

The second key dissemination partner is the American Library Association. Sarah Ostman, ALA Communications Manager, will promote the training experience and the curriculum through its social media channels, as part of its *Transforming Libraries* initiative, and through ProgrammingLibrarian.org. This dissemination activity will be most robust in Year Three, but will begin in Year Two and connect to the project blog. Mary Davis Fournier, Deputy Director and leader of the *Transforming Libraries* initiative, will serve as a project advisor. The following communication methods will reach a broad base of library stakeholders nationwide:

- ALA will publish an ALA press release to announce the availability of curriculum resources, shared via ALA News website, ALA News e-newsletter, and @ALANews Twitter feed.
- ALA will post and share social media content written by the project staff and advisors on ALA Facebook (178,000 likes) and/or Twitter (161,000 followers) at least three times per project year throughout Years Two and Three.
- Articles from the Community-Centered project blog will be repurposed for ALA's Programming Librarian website up to once per month throughout Years Two and Three (approximately 15,000 unique visitors per month).
- Content will be included in Programming Librarian e-newsletter (approximately 4,500 subscribers) at least three times per project year during Years Two and Three.
- Training participants from Philadelphia and advisor libraries will be invited to contribute program models for publication on Programming Librarian about the public programs they hold as part of this project. Program Models are "how-to" articles about successful library programs, complete with advice for replication. ALA will publish up to five program models total over Years Two and Three.
- ALA will distribute the completed curriculum through a variety of outlets, including:
  - Libraries Transforming Communities website ([www.ala.org/LTC](http://www.ala.org/LTC))
  - Programming Librarian Interest Group
  - Libraries Foster Community Engagement Member Initiative Group
  - Electronic mailing lists, including Deliberate, Community Engagement, Public Programs

Other dissemination methods will include a dissemination strategy that leverages our advisors (for example, to inform LIS faculty), conference presentations, communication with state library councils and state library agencies, and outreach to other stakeholders like the ALA Learning Roundtable, NexusLAB Continuing

Education/Professional Development (CE/PD) research listserv, the Association for Library and Information Science Educators, Association for Rural and Small Libraries, Urban Libraries Council, and others.

### ***Sustainability***

This curriculum advances a highly flexible, adaptable set of skills needed for all types of public programming, whether the objective is to improve the lives of older members of the community, lead an adult literacy coalition, or enhance the work of local schools. The skills encompassed by this curriculum can be widely used in all kinds of community situations to elevate the impact of library programming. The value of these foundational community-engagement skills will persist in the library field for years to come. In order to promote replicability, the website will include recommendations for managing the logistics of such a course with limited training resources. For example: the curriculum model can include recommendations for scaling down the activities to accommodate a shorter time commitment. The website will also provide testimonials and evaluation results to help other libraries make the case for the value of a time investment in this training.

In Philadelphia, the curriculum will be used to onboard new staff to the Free Library and to replicate the course at the Free Library in future years. High performers who have completed the training will be engaged in this process, using a train-the-trainer model. The Free Library recently has strengthened its training department, which provides an infrastructure to support replicating this training process with future employees.

The curriculum will be available online to serve as an enduring resource for the Free Library and the broader library field. The curriculum will be licensed Creative Commons Attribution 4.0 International license (CC BY 4.0). This license means others may freely reuse and adapt the work, as long as they give appropriate credit, provide a link to the license, and indicate if changes were made. The curriculum and related content will be maintained beyond the grant period on the Free Library's website as well as WebJunction. Beyond the library field, national organizations for sharing this work include the Foundation Center's IssueLab, a permanent digital library of literature on the social sector.

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	Free Library of Philadelphia - Skills for Community-Centered Librarianship Schedule of Completion Year Two: 2018-2019																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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## DIGITAL PRODUCT FORM

### Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

### Instructions

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

## PART I: Intellectual Property Rights and Permissions

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

The digital products will include curriculum materials (teacher and student guides), blog posts, and webinars. The curriculum materials and blog posts will be licensed Creative Commons Attribution 4.0 International license (CC BY 4.0). This license means others may freely reuse and adapt the work, as long as they give appropriate credit, provide a link to the license, and indicate if changes were made.

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

The curriculum and other materials will be free to download, adapt and use.

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

The Free Library will obtain consent forms for any photographs or video if required. The Free Library will collect survey and interview data from training participants, but their individual responses will be kept anonymous and any data that is shared publicly will be presented in aggregate.

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

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

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

The digital products will include:

Curriculum materials (at least two files: teacher guide and student guide) - downloadable as pdf

Blog posts (approximately 30) - html and may include embedded photos or videos

Social media posts

Webinars (a series of 3) - hosted by WebJunction

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

The project will use existing blog capabilities within the Free Library website, and existing webinar software used by WebJunction.

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

pdf, html, jpeg

## **B. Workflow and Asset Maintenance/Preservation**

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

The curriculum developer and project coordinator will work with a copyeditor and designer to ensure quality of the final curriculum product. The project coordinator will be responsible for content quality presented on the project blog and social media. The project coordinator will work with WebJunction to follow its quality control process for producing webinars and hosting content in the WebJunction course catalog.

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

The materials will be hosted on the Free Library's website and WebJunction's website.

## **C. Metadata**

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

Not applicable.

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

Not applicable.

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

Not applicable.



## **D. Access and Use**

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

The materials will be openly available online.

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

[www.freelibrary.org](http://www.freelibrary.org)

## **Part III. Projects Developing Software**

### **A. General Information**

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

Not applicable.

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

Not applicable.

### **B. Technical Information**

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

### **C. Access and Use**

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

Not applicable.

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

Not applicable.

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

Name of publicly accessible source code repository: Not applicable.

URL: Not applicable.

### **Part IV: Projects Creating Datasets**

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

Not applicable.

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

No, it doesn't require IRB approval.

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

No.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Name of repository: Not applicable.

URL: Not applicable.

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

Not applicable.