

FY 2017 Library Development Project Proposal Form

As you complete this form, please refer to:

The FY 17 Library Development Budget approved by the MSL Commission on April 6

The Library Development Study Task Force Recommendations

The IMLS list of LSTA-specified Grants to States Priorities

The current version of the Evaluation Planning Guide for Library Development Projects and Services

Section One: Basic Information

1. *Project Title:* Mind in the Making Training
2. *Do you consider your project to be a one- time pilot that is not connected to any existing project or service? Or, does your project add services, access or content to an existing project? Please explain.*

This is a project that I consider to be most closely related to the Ready 2 Read project. Traditionally, every other year, MSL has hosted a Ready 2 Read Rendezvous. For the next iteration of this project, I would like to invite libraries to develop a partnership with a museum or other organization in their community that serves children. Then I would like to invite these organizations to attend together a Mind in the Making training. The training, as I envision it, will be loosely constructed much like the previous Ready 2 Read Rendezvous. For instance, the training will be three days and will be intense; we will cover the entire Mind in the Making curriculum in those three days and libraries and their partners will be ready to return to their communities and implement what they have learned. Additionally, I would like to offer to pay for lodging costs and for food, as we have done with the Ready 2 Read Rendezvous.

3. *How does your project fall under a broader umbrella—i.e., one of the larger efforts described in the LDSTF Recommendations or in the IMLS list of [LSTA-specified Grants to States Priorities](#)? If so, which one? Please explain.*

Lifelong Learning – This will impact how libraries and museums serve families and children in their communities, which will have a broad impact on parenting skills and children’s learning.

Collaboration – To attend, libraries will have to bring a community partner that serves children. The goal will be to help these two community partners work together to support children and families and to think about how they can work collaboratively within their communities to affect systemic change.

4. *Primary Project Manager:* Lifelong Learning Librarian
5. *Other MSL staff that will be involved in the project’s implementation:*

6. *Potential partnering institutions or entities for the project:*

Libraries

Historical societies

Museums

Archives

Cultural heritage organizations

Schools

Child care centers

Higher education

Adult education

Human services organizations

Other (please list):

7. *Total FY 17 Library Development funding approved by the MSL Commission for this project/service? (not including MSL funded personnel): Please indicate whether the funding source is FY16 LSTA or FY17 CST monies. Note that some items in the FY 17 Library Development budget have funding from both sources. If so, please indicate each amount.*

FY17.

Section Two: Audience, Benefits and Outcomes, Evaluation

1. *What is the primary audience for this project?* Libraries, museums or another cultural organization that serves children, and communities.
2. *How will the project benefit this audience?*

Mind in the Making (MITM), developed by Families and Work Institute (FWI), is an unprecedented effort to share the science of children's learning with the general public, families and professionals who work with children and families. By receiving MITM training, libraries and museums will be better prepared to serve their youngest patrons in exciting new ways that help children develop the skills that have been identified through research as essential to their success.

3. *Please list additional outcomes of the project. Refer to the specific outcome statements within the LDSTF Recommendations as well as the IMLS LSTA priorities. Note that the LDSTF statements are prioritized and that this is the first year of several to come of addressing these goals. Be specific.*
 - Learning that spans a lifetime
 - Early Literacy outcomes supported through family Literacy
 - Community engagement inside & outside the library, fostering engagement in the world and empowering an informed citizenry
 - Technology & digital literacy and digital inclusion

- Promotes educational values
- Engagement with arts & humanities
- 21st century skills (connections to people)
- Technology & digital literacy and digital inclusion
- Inspires new channels of learning
- Learning that happens in the library and virtually
- Learning through creation as well as consumption

Collaboration:

- Among libraries
- Among community stakeholders/community partners
- That is scalable, affordable, implementable for all types of libraries
- Respectful & polite
- May be inspired by other industries
- Recognizes the collaborative value of the MT library community
- That creates a shared resource platform that libraries contribute to in order to help address specific needs, ie. building, branding, funding
- Collecting & compiling library stories to share them statewide

And from the IMLS Grants to State Priorities, the Mind in the Making training will:

- provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;
- develop public and private partnerships with other agencies and community-based organizations;
- target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;
- target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;
- develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.

4. *Your project is expected to include evaluation techniques that utilize the steps outlined in the Evaluation Planning Guide for Library Development Projects and Services. Please describe the evaluation methods and processes you will engage in for this project, based on the information in the Guide.*

Outputs: We will be able to count the number of attendees at the training, the number of organizations represented, and the number of communities represented.

Outcomes: Understanding the power of libraries and museums as learning hot spots for the seven essential skills as identified by The Mind in the Making Modules, the outcomes will be to encourage library and museum professionals to understand the science and then tap their creative skills and deep expertise to translate it into fun and engaging activities, programs, and exhibits that help children learn how to learn.

Libraries and museums will work together to develop and share a meaningful partnership.

Libraries and museums will extend their knowledge outside of their walls and work to bring other organizations within their community on board with the MITM training.

Libraries and museums will offer the highest-quality, research-based programming available to families.

Families will feel welcome and engaged in their community's library and museums.

Families will learn about how to most positively engage with their children to help their children develop lifelong learning skills that will positively affect the outcomes of their lives.

The Mind in the Making Modules

- Engage librarians and museum staff in an experiential process of self-reflection and self-discovery that encourages them to think about various aspects of learning in their own lives.
- Connect the adults' experiences to the research on that type of learning in children's lives.
- Use videos of the most respected and compelling child development research on that topic.
- Provide evidence-based activities that participants use to promote learning in children.
- Provide participants with an Individual Development Plan process that they use throughout the Modules.

Participants will have to engage in a year-long project to bring the Mind in the Making training to their community. They will have to collaborate with one another and with other organizations within their community. The expected outcomes will vary from place to place based on their project, but it is expected that the MITM training will impact how libraries and museums serve children and families and help them to more effectively impact learning in a positive way.

Section Three: Timeline

1. *Please give a detailed timeline for the project. The timeline should include all aspects of the project, including initial evaluation planning, project planning, implementation, launch and ongoing management, and if applicable, an end date. If you are creating training proposals for*

the funding period, please prioritize them. Do you anticipate continuing this project after the current funding concludes? Explain why or why not.

Fall 2016: Extend invitation to libraries to find a partner and apply.

December 2016: Review applications; notify applicants of their inclusion in the training.

May 2017: Three day training offered. Year-long projects identified. Participants attend training, return home, and begin work on projects.

Summer 2017: First check in with attendees regarding project development.

2. *Do you anticipate any change in level of effort or scope during the project? Explain why or why not.*

Yes. As I mentioned earlier, I think this project is part of the Ready 2 Read program, and has really unlimited potential for growth. I would like to find a private funding partner to help support this training effort. The scope of the project may change based on the number of applicants.

Section Four: Marketing Needs

1. *What marketing needs do you anticipate for your proposed project?*

None.

2. *If a third party vendor is involved, what marketing assistance can the vendor supply?*
3. *Do you anticipate needing the MSL Marketing Coordinator's assistance with marketing your project? If so, how much time do you anticipate will be needed?*

No.

Section Five: Proposed budget and spending calendar

1. *Please give a detailed budget proposal for the project. The budget should include all potential direct costs for the project (not including MSL funded personnel). Typical costs may include, but are not limited to:*

Contracted speakers, trainers or consultants including associated travel: \$5,000

Event locations, catering, services: \$10,000 (rough estimate for lodging and food based on previous Ready 2 Read Rendezvous costs).

Supplies and materials: \$3,000

TOTAL: \$18,000

2. *Please give a close estimate of a spending calendar for the project. As you put this calendar together, consider whether or not your project will require an ITPR, RFI, RFP or Solicitation for Bid. Federal award FY16 LSTA expenditures should be completed well ahead of the September 30, 2017 spending deadline. State FY17 CST expenditures must be completed ahead of the June 30, 2017 deadline.*

May 2017: All costs will be billed right around the time of the event.