

Future Ready with the Library: Connecting with Communities for College & Career Readiness Services

1. Statement of Need

As YALSA's IMLS-funded [Future of Library Services for and with Teens: A Call to Action](#) report noted: "Today's teens are part of an increasingly global and competitive society. Success in that environment requires an expanded set of skills that goes beyond traditional academic skills... Accordingly, preparing youth for the workforce is a major concern in the U.S. In the last three decades, the skills required for young adults to succeed in the workforce have changed drastically, but the skills emphasized in schools have not kept up with these changes.¹" The situation is even more alarming in small, rural and tribal communities, where learning opportunities outside of school are often limited. Just 11% of rural youth participate in afterschool programs, yet 39% indicate they would if one were available to them.² Libraries in small, rural and tribal communities can be ideally situated to provide teens with some of these badly-needed learning opportunities via community-based, participatory learning programs.

The challenge of preparing today's young people for a 21st century workforce is compounded by the following:

- **Many libraries—especially tribal, small and rural—are not engaged in providing college and career (CCR) services.** A 2015 YALSA survey of staff at small, rural, and tribal libraries provides telling results. Only 14% of the 402 respondents felt that the teens in their community were being adequately prepared for college and careers, yet a mere 12% of those respondents said their library was involved with providing CCR support³.
- **Schools are starting CCR activities too late in a student's educational path.** Research published in [The Forgotten Middle: Ensuring that All Students Are on Target for CCR before High School](#), shows "that, under current conditions, the level of academic achievement that students attain by eighth grade has a larger impact on their CCR by the time they graduate from high school than anything that happens academically in high school"⁴.
- **Funds are severely lacking for teen supports and services.** Both private and federal funding for middle school and high school students is substantially lower than that of any other age group⁵.

The challenges of ensuring that libraries are well situated to help young people build CCR skills includes:

- **Library staff need opportunities to build knowledge and skills** that will help them adopt a participatory mode of working. The IMLS Focus report "Learning in Libraries" notes, "the shift to supporting participatory learning can pose challenges, but that transition is more easily achieved when library staff move to a participatory mode of working. It is essential for library staff to have time to get their own hands dirty with the learning tools that patrons will be using, and to understand that what may seem like playtime actually is the work."
- **Traditional approaches to CCR in libraries are no longer adequate.** When libraries talk about providing CCR services for and with youth they often focus the types of services described by ALA President Sari Feldman recently, "Many [public libraries] offer test preparation for the ACT and SAT... and librarians often help students with college applications. Some may teach students and their families how to fill out the Free Application for Federal Student Aid..."⁶ However, in order for students to be future ready, there are many more areas that library

¹Braun, Linda W., Maureen Hartman, Sandra Hughes-Hassell, and Kafi Kumasi. "The Future of Libraries for and with Teens: A Call to Action." (2014) YALSA YA Forum.

http://www.ala.org/yaforum/sites/ala.org.yaforum/files/content/YALSA_nationalforum_Final_web_0.pdf

² "America After 3PM: From Big Cities to Small Towns." (2010) Afterschool Alliance.

http://www.afterschoolalliance.org/documents/AA3PM_Cities_Towns_10122010.pdf

³ Full survey results available at <https://www.surveymonkey.com/results/SM-8Y6J3PXY/>.

⁴ ACT. "The Forgotten Middle: Ensuring That All Students Are on Target for CCR Before High School." 2008.

<http://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf>.

⁵ Niebling, Rachel Bird. "Never Too Late: Why ESEA Must Fill the Missing Middle." (2015): n. pag. 5 May 2015.

⁶ Pannoni, Alexandra. "Public Libraries Offer More than just Books to Teens." (2014) [U.S. News and World Report](#). www.usnews.com/education/blogs/high-school-notes/2014/09/22/public-libraries-offer-more-than-just-books-to-teens

staff need to support, including thinking about future readiness more broadly than just focusing on college, also considering careers after college and other career paths that don't require a college education. The College Board's "Middle School Counselor's Guide" notes that at the middle school level it's important to "provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations...." so that there is a deepening of a "student's self-awareness — and the connection between who they are and their ability to fulfill their future educational goals — which is a critical part of college and career exploration and selection."⁷ Today's library staff need assistance with re-thinking the kinds of CCR services they should be providing. Library staff must also recognize the need to work hand-in-hand with community organizations to understand community needs in this area as well as the best means for providing the necessary resources and information.

- **Past and current projects aimed at workforce development through libraries have focused almost exclusively on adult training.** For example, OCLC's Project Compass provided training to library workers to increase their efforts to support workforce recovery during the recession. Very few examples exist of library initiatives aimed at preparing teens in small and rural communities for college and careers, especially ones that included local partners. Those that do are small-scale projects limited to a particular library system. For example, the Kanu o ka 'Aina Learning 'Ohana (KALO) is a Hawaiian nonprofit organization which leverages resources from the Halau Puke Native Hawaiian Library to provide CCR services for area youth. Recognizing this gap, IMLS has recently called attention to this issue via a letter authored jointly with the U.S. Department of Education. It calls on libraries to work with other agencies to "complement and extend the adult education and English literacy services available through adult education programs for youths and adults."⁸

2. Impact

"Future Ready with the Library" will address these various gaps and weaknesses in college and career training for and with middle schoolers and their families, and result in freely available programs and tools that can be adopted and shared by libraries of all sizes. As a result of this project, libraries—particularly small, rural and tribal—will be better equipped to meet the CCR needs of middle schoolers and their families, thereby enabling libraries to increase their impact and importance in their communities. YALSA will work with an experienced grant evaluator, Denise Agosto, to develop protocols and tools for measuring outcomes and determining success. Our outcomes will focus on enabling staff in small, rural, and tribal libraries to successfully plan and implement CCR programs and services for and with middle schoolers and their families, and on building and extending capacity in small, rural, or tribal libraries through community engagement and community partnerships. The goals of this project are:

Goal 1: Library staff at rural, small, and tribal libraries will learn effective methods for planning and implementing , with a local partner, CCR initiatives for and with middle schoolers and their families. [describes the changes to library staff's lives; outcome success to be measured by surveying/interviewing cohort graduates about the effectiveness of the training]

Goal 2: Middle schoolers and their families in rural, small, and tribal communities will gain valuable future ready information that will better prepare them for starting a career and/or focusing on academics related to a career after high school. [describes the changes to teens' lives; outcome success to be measured by asking cohort graduates after they offer their first set of teen programs how many teens completed the programs, how many learned about new colleges, how many learned about funding opportunities, etc.]

Goal 3: Middle schoolers in rural, small, and tribal libraries will engage in valuable career exploration and workforce preparation experiences. [describes the changes to teens' lives; outcome success to be measured by asking cohort

⁷ College Board. "Middle School Counselor's Guide." (2012) https://secure-media.collegeboard.org/digitalServices/pdf/advocacy/nosca/11b-4382_MS_Counselor_Guide_WEB_120213.pdf

⁸ IMLS and OCTAE. (2014, June 23). Office of Career, Technical, and Adult Education. Retrieved September 11, 2014, from <http://www.ed.gov/edblogs/ovae/2014/06/26/dear-colleague-letter-promotes-library-adult-education-partnerships/>

graduates after they offer their first set of CCR programs how many middle schoolers completed the programs, how many got volunteer/internship positions, how many learned about new careers, etc.]

Goal 4: Library staff in small, rural, and tribal libraries around the U.S. will develop a set of model programs and tools that can be used by a wide range of communities and libraries. [describes the changes in access to high-quality middle school CCR informal learning programs; outcome success to be measured by asking cohort graduates and other library staff working with teens about access and use of CCR materials for their library initiatives.]

3. Project Design

YALSA, in partnership with the Association for Rural and Small Libraries (ARSL), will implement an innovative project that will target small, rural and tribal libraries, helping staff build needed skills while also developing, testing and refining turnkey resources (out-of-the box materials, ready for use by the library community at-large) which larger libraries can then scale up for their own use. With the resources they have available - funds and staff - it has proven more common for larger library systems to be the first to implement teen-focused projects, such as the Learning Labs initiative. As a result, it's the findings and experiences of these larger organizations that often inform the work that occurs in small, rural, and tribal libraries. Our innovative project will turn that around and enable the learning experiences of those in small, rural and tribal settings help to inform the practices of the larger libraries around the country.

The project is aimed at library staff in libraries with a service population of 15,000 or fewer, as well as libraries that are 25 miles or more from an urbanized area. YALSA and ARSL plan to initially engage 80 library staff and their local partners via three cohorts (20 library staff in year 1, 30 library staff in year 2, and 30 library staff in year 3). In years two and three of the project, earlier cohort participants will be engaged to support and coach the new cohorts. Additionally, participating libraries will be required to identify a local partner as a part of the application process and then work with the partner to bring the learning to life and move from theory to practice. Local partners will be involved in all aspects of the project except the face-to-face learning, due to project budget constraints. Over three years we plan to:

- **Develop a customized learning program** through initial work for and with 80 library staff and their local partners in small, rural, and tribal communities that is highly collaborative as well as project and inquiry based. Staff from participating libraries will test out ideas with each other and their local partners and reflect on what works and doesn't work in order to create a CCR service that is tailored to the needs of the particular middle schoolers in their local community. The continuing education program will have two parts. **Part 1** will be a face-to-face training that brings just library staff together to learn components of future readiness and to build a cohesive group of learners. The face-to-face learning will also begin to get cohort members thinking and learning about several of the main areas that will be covered in the part 2 online learning, including: value and implementation of middle school targeted services, what makes middle school an important entry into CCR services, collective impact in communities, development of sustainable partnerships, community engagement through relationship building inside and outside of the library's physical space, and hands-on experience facilitating participatory learning with middle schoolers and families. **Part 2** will be a year-long online learning via self-paced eLearning modules for library staff and partners, as well as an online community support-building and engagement effort where library staff and partners learn and, after practicing what they have learned, implement a middle school targeted CCR project in their local community. The partners will use YALSA's open access, online Community of Practice (CoP), which will be built into <http://hq.yalsa.net/index.html>, to reflect on their successes and challenges and receive support from coaches in order to refine and improve their CCR efforts for and with middle schoolers and their families. The project team will continually evaluate the eLearning program and revise and iterate based on learning from year to year and cohort to cohort.
- **Maintain and refine a sustainable community of practice (CoP)** within YALSA's existing web presence. The CoP will 1) promote peer-to-peer learning so library staff and local partners to learn together and from one another through the support of coaches and content facilitators (who will help organize, develop, and maintain

content submitted by cohort members); 2) guide discussions related to the self-paced eLearning content; and 3) bring together library staff and community partners into one community in order to foster collaboration and build strong partnerships. The project team believes this strategy will be successful for this project because:

- Content facilitators identified by the project advisory committee will be responsible for the ongoing active facilitation and content upkeep within the online CoP.
- The CoP will be built onto YALSA's already developed Programming HQ site (<http://hq.yalsa.net/index.html>), which is publicly available to everyone. Building the CoP into this site addresses issues of capacity and sustainability and helps connect cohort members to a larger community of individuals working for and with teens through libraries and vice versa.
- When participants return to their home institutions, this CoP --because it will be active and engaging -- will continue community building among cohort participants beyond the initial face-to-face learning.
- A digital loop will be developed and actively fostered with the eLearning content feeding into the CoP, and the content on the CoP feeding into the eLearning content.
- The CoP will showcase the work that learners do and the projects they develop..
- **Develop, test and refine a suite of turn-key CCR resources** that libraries of all sizes can adapt and use in their communities. These will include materials related specifically to middle school CCR services for use in community discovery processes, and will include resources such as templates for program planning, templates for partnership development and planning, outcomes and assessment tools, and materials for developing funding support for CCR initiatives (see Supportingdoc.1.pdf, pages 1-4 for specific turn-key resource examples). So as not to recreate materials already available, some of the turn-key-resources will be collected and curated from pre-existing successful middle school, CCR, collective impact, and community engagement projects. Any resources currently available that the project team determines have merit for this project will be evaluated by team and advisory committee members to determine if revision is necessary. As needed, these materials will then be updated to support cohort needs. As the CoP grows, materials created by cohort members will expand and enhance what's available and this quality selection of turnkey resources will be available to the entire library community. Along with these resources each library staff participating in the project will be provided with funds for purchasing a "bookshelf" of resources - digital and analog - that they determine will help them to best serve the CCR needs of middle schoolers in their communities, and will also get to choose additional materials from YALSA's professional publications and curriculum kits as an in-kind contribution from YALSA.
- **Widely disseminate and promote adoption of project resources in libraries** in order to ensure that middle schoolers across the US will have access to CCR services via their local libraries. The eLearning modules, CoP, and turnkey resources that are developed for and with the 80 cohort members and their local partners will be shared out to libraries across the US. YALSA and ARSL will encourage widespread use of the eLearning modules, turnkey resources, and CoP by promotion of them at conference programs and exhibits, through social media, and via the publication of articles in journals and on blogs. Libraries will be encouraged to scale and/or adapt these resources to meet their specific needs.

Recruitment, Application, and Selection of Cohort Participants

YALSA, ARSL, and the project advisory committee members will implement a robust recruitment, application, and selection process in order to develop participant cohorts that can actively participate in the learning activities as well as develop collaborative partnership-based programs in their communities. Recruitment will be achieved through a variety of methods including use of YALSA, ARSL and advisory committee members' communications channels including but not limited to Twitter, Facebook, member newsletters and journals, blogs and personal communication with library staff in targeted libraries who are identified as being strong candidates for one of the cohorts. After the first-year of the project it is expected that word of mouth of cohort members will also play a strong role in the recruitment process.

The application process will require that library staff applying to participate identify at least one local partner organization and a member of the organization's staff who will work on implementing a middle school CCR related initiative during the cohort year. The local partner will be required to sign-off on the application and provide a letter of support. The partner will also be required to participate in all eLearning and the CoP, as well as in presenting the work of the partners. The expertise of the advisory committee members will be leveraged in the selection of applicants who will participate in each cohort. The advisory committee members will collaborate on development of the project application, creation of a rubric for selecting participants, review and evaluation of applications, and the making of final decisions for each set of cohort participants. An overview of the two major learning and development components of the program design follows:

Face-to-Face Learning

80 library staff will actively participate in two-day training with consultants, coaches, technology trainers, speakers, and representatives from ARSL, YALSA and advisory committee member organizations. The learning activities will:

- Build and strengthen collaborative relationships among cohort members.
- Expose the cohort members to the digital tools that will be an integral part of their eLearning and community building experiences.
- Introduce technology trainers and coaches to the cohort participants and build community across the network of supporters for their work with and for teens.
- Address questions from cohort members about the project and expectations of their participation.
- Give learners, technology trainers, and coaches the opportunity to build personal learning and training plans.
- Begin facilitated participatory learning on topics that will be expanded on via eLearning over the 12 months of cohort engagement. Topics will include CCR in middle school, collective impact, and outcomes-based planning.

Tentative agenda (as noted, the learning experience may be revised cohort to cohort as the project team gains insight into how best to provide this type of learning to library staff attending the training):

Day 1	
Time	Activity
8:00 - 8:30 AM	Registration
8:30 - 9:00AM	Welcome and overview of training (breakfast provided)
9:00 - 10:00 AM	Getting to know the cohort - small group facilitated discussions on learning styles, goals, community building, etc.
10:00 AM to 10:30 AM	Break
10:30 AM to Noon	Presentation and facilitated discussion on what we mean by CCR and how to prepare middle schoolers and their families for the CCR pipeline - Potential Speaker Leann Morgan, Ph.D. co-author of standards for middle school counselors on CCR
Noon to 1:30 PM	Lunch - Potential Speaker Irvin Scott, member of the Bill and Melinda Gates College Ready team.
1:30 to 2:30 PM	Small group discussions connecting ideas of CCR with local community - middle school youth, families, stakeholders, and partners.
2:30 to 3:00 PM	Break
3:00 to 4:00 PM	Training and discussion on project digital tools for building the cohort community
4:00 to 5:00 PM	Getting started planning your learning experience - coaches work with participants on personal learning plans

Day 2	
Time	Activity
8:00 to 8:45 AM	Welcome and overview of the day (breakfast provided)
8:45 to 10:00 AM	Presentation and discussion on what collective impact is and making it work in your community - Potential Speaker Mary Jean Ryan from the Road Map Project
10:00 AM to 10:30 AM	Break
10:30 AM to Noon	Presentation, hands-on practice, and showcase on creating strong CCR facilitated learning opportunities for middle school students - Potential Speaker - Jason Tovani, Middle School Teacher Pacific Grove Middle School (Jason has experience in connecting youth passions and interests to CCR.)
Noon to 1:30 PM	Lunch -- Potential Speaker: Jason Tovani
1:30 to 2:30 PM	Presentation and discussion on outcomes and assessment in CCR. Potential Speaker: Denise Agosto, Drexel University
2:30 to 3:00 PM	Break
3:00 to 4:00 PM	Training and discussion on project digital tools for building the cohort community
4:00 to 5:00 PM	Next steps on personal learning plans - coaches work with participants on their personal learning plan
5:00 to 5:30 PM	Next Steps: What to expect when you return home - reminder of timelines, expectations, etc.

The first year of the project the face-to face training will be scheduled to coincide with the 2017 ALA Midwinter Meeting. In years two and three the face-to-face events will be scheduled to coincide with YALSA's annual YA Services Symposium. Integrating the trainings into these conferences will maximize the value of participation for cohort members. Recognizing that many of the eligible libraries are staffed by a single person, funds are built into this proposal to provide monies for a temporary employee to staff the cohort member's library while he/she is at the face-to-face event. In recognition of the value that library staff continue to place on face-to-face learning and in-person networking, each of the 80 library staff selected for this project will receive \$500 to support travel to a conference of their choosing in order to further their professional development beyond the 2 day training and online learning described in this project.

Online Training and Support (including coach and learner support)

The eLearning will be delivered as a set of modules that cohort participants (library staff and local partners) work through in order to achieve their personal learning goals and as a foundation for building, implementing, and evaluating a middle school focused CCR program in the community. The modules will focus on the following topics and learners can move through the modules in the order that best suits their interests and needs. (A sample module 4 outline is included in Supportingdoc1.pdf, page 5 submitted with this proposal):

Module 1: Laying the community foundation to build community relationships, collective impact, community discovery and asset mapping.

Module 2: Relationship building with middle school youth, families and community providers supporting the age group.

Module 3: Environmental scan of CCR initiatives and resources in the library and local community including programs and experts specifically for middle school students and families.

Module 4: Developing outcomes in order to determine impact and success in CCR initiatives in the community for middle school students and families.

Module 5: Making it real through development, with the community partner, of a real-life plan and project for a middle school focused CCR initiative in the community.

The project team will work with a content specialist with expertise in eLearning and CCR. This specialist will develop the curriculum for the eLearning modules. Each module (each taking approximately six to eight weeks to complete) will include interactive learning opportunities; reading, listening, and viewing; hands-on development of projects that demonstrate learning and areas for improvement; connecting with local members in order to better understand and support needs; and sharing and showcasing learning. Library staff will review and update the learning plan they developed as a part of the face-to-face training on a regular basis in order to reflect and support what they learn in each of the eLearning modules. The CoP and turn-key resources will help inform and support the learning that cohort members participate in.

Evaluation Plan

Evaluation of “Future Ready with the Library” will be ongoing. Dr. Denise Agosto designed the initial project evaluation plan for “Future Ready with the Library.” She will be in charge of implementing the plan, of writing periodic evaluation reports for distribution to project personnel and stakeholders, and of disseminating the evaluation results to the library and academic communities as a part of the project dissemination activities. Multiple forms of evaluation will be conducted throughout the project, including both formative and summative evaluation. All formative (process) and summative (impact) evaluation activities will be tied to the project goals to ensure successful goal completion by the end of the funding period.

For formative evaluation, Dr. Agosto will conduct online surveys and phone interviews with training program graduates after they complete the project training to collect data about the effectiveness of the training. These formative data collection efforts will focus on understanding what participants learned from the training, their suggestions for improved or augmented training content, how prepared they feel to design and deliver CCR initiatives after completing the training, and suggestions for additional turn-key materials. Dr. Agosto will analyze these data and write recommendations for improving the project in-process during project years 1, 2, and 3, as indicated on the project timeline. Recommendations for in-process improvements will be shared with key project personnel and built into each successive cohort training throughout the three years of the project. Dr. Agosto will also survey and interview cohort graduates after they deliver their first round of teen programs to enable deeper investigation of the effectiveness of the training and of the turn-key materials. Related survey and interview topics will focus on learning how many teens completed the programs, how many received volunteer/internship positions as a result of their participation in library programs, how many teens learned about new careers and career paths, how many had new ideas for how they might spend their lives after high school, etc.

Summative evaluation will take place in project year 3 after the completion of all major project activities. Toward this end, Dr. Agosto will review all of the products from the grant, including the training materials, the turnkey resources, feedback from cohort members, formative evaluation data, and other project documents. She will conduct phone interviews with project investigators and senior personnel and with project advisory committee members to gather input on the success of the project. She will also use the interviews to gather evaluation feedback from key stakeholders on the quality of the turn-key materials developed for project Goal 4. Lastly, Dr. Agosto will write a summative evaluation report that will become part of the final project report to IMLS and which will be distributed to project stakeholders.

4. Diversity Plan

Throughout the grant, ARSL and YALSA will seek advice and feedback from advisory committee members as well as from coaches, trainers, consultants and participants to ensure that the project meets diversity goals. Collectively, these individuals will represent libraries from across the country of various sizes, geographical areas, and racial and cultural

diversity. Applicants for the program will be selected for participation to ensure broad geographic representation, a mix of small/rural/tribal libraries, and inclusion of individuals from diverse backgrounds. ARSL and YALSA will promote the training opportunity to organizations such as REFORMA, the Black Caucus of ALA, the American Indian Library Association, and others. YALSA has demonstrated a commitment to the needs of diverse teens and expanding diversity in the teen services profession through the work of groups such as the [Cultural Competence Task Force](#) and the YALSA Board Diversity Task Force. The Board Diversity Task Force is charged with developing a plan for YALSA to better provide leadership opportunities to a diverse set of members. The work of these groups is helping YALSA lay the groundwork for stronger outreach, communication, and interaction with library staff serving teens.

5. Resources: Personnel, Time, Budget

Project Team

Core members of the project team are Beth Yoke, the Executive Director of YALSA, and Linda W. Braun of LEO: Librarians & Educators Online who will serve as project manager. Linda has over two decades of experience in project management, consulting and training with libraries and community organizations, and in developing content for digital and face-to-face environments. Denise Agosto, Professor at Drexel University of Computing and Informatics, will serve as project evaluator. She is a nationally-recognized expert in research relating to teens and public library services, and has extensive experience in developing and designing outcomes-based evaluation plans. She has designed and conducted evaluation plans for three previous IMLS-funded grant projects, as well as having completed evaluation for several smaller projects. Within the first months of the project the core team will hire a curriculum developer. This person will be responsible for developing, testing, and revising the eLearning modules used throughout the three years of the project. The curriculum developer will work with the core project team, cohort participants, and coaches throughout the development process (See Supportingdoc1.pdf, pages 6-7 for a scope of work for this position). An active advisory committee will provide advice and consultation on matters such as the recruitment and selection of cohort participants and coaches, the format and content of the face-to-face training, the online learning content and design, and ongoing development of the CoP and turn-key resources. The advisory committee will work to build formative evaluation feedback into the project as it evolves. Commitment to serving on the advisory committee has already been received from representatives from within and without the library community. Participation agreement has been received from:

Confirmed

Individual	Organization	Affiliation	Relevant area of expertise
Barbara Blake	University of North Texas	Promoting & Enhancing the Advancement of Rural Libraries (PEARL) Project Director	training rural library staff
Tim Cherubini	Chief Officers of State Library Agencies	COSLA Executive Director	state level initiatives for library services
Dan Gilbert	Afterschool Alliance	Policy & Research Associate	policy & research related to informal learning in afterschool programs
Jody Gray	ALA Office for Diversity, Literacy & Outreach Services	Director	library services for marginalized populations
John Hill	National Rural Education Association	Executive Director	education in rural communities
Deborah Morris	Best Buy	Community Relations Manager	career readiness
Shannon Peterson	Kitsap Regional Library	Youth Services Director	library and community partnerships

Gail Sheldon	Association of Rural & Small Libraries	ARSL Board Member	library services in small and rural communities
Sharon Streams	OCLC	Web Junction Director	training for small, rural & tribal library staff
Dru Tomlin	Association of Middle Level Education	Director of Middle Level Services	middle school education & research
Ann Westrich	Wisconsin Technical Education System	Education Director	technical education

Invited

Individual	Organization	Affiliation	Area of expertise
Faye Coleman	Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP)	GEAR UP Assistant Director at the University of Arkansas Phillips Community College	college preparation for middle schoolers
Susan Feller	Association of Tribal Archives Libraries & Museums	President	tribal libraries
Janice Kowemy	American Indian Library Association	Past President	tribal libraries

Budget

For full budget information see the documents called: Budget.pdf and Budgetjustification.pdf. YALSA is requesting \$364,254 in funds to support 1) the face-to-face training (including travel and accommodations for participants); 2) the development and implementation of the self-paced eLearning and turn-key resources and maintenance of the CoP; and 3) contracting with experts to serve as project manager, evaluator, coaches, curriculum developer, and content facilitators. YALSA's strong commitment to this project is demonstrated by a cost share of \$368,765.

Timeline

A full timeline is available in the document called Scheduleofcompletion.pdf. Key activities for each project year are:

Year 1 (May 2016-April 2017)	Year 2 (May 2017-April 2018)	Year 3 (May 2018-April 2019)
<ul style="list-style-type: none"> • Planning with project team & advisory committee for all aspects of the project • Hire curriculum developer • Recruitment and selection of cohort 1 participants • Development of eLearning, face-to-face training, and CoP • Initial development turn-key resources • Recruitment of coaches and CoP content facilitators • Training of coaches and CoP facilitators 	<ul style="list-style-type: none"> • Planning with project team and advisory committee for implementation of year 2 • Recruitment and selection of cohort 2 participants • Revisions to face-to-face training and eLearning based on year 1 ongoing evaluation • Ongoing revision and updating of turn-key resources • Recruitment of coaches and CoP facilitators • Training of coaches and CoP content facilitators • Implementation of face-to-face and online training for 	<ul style="list-style-type: none"> • Planning with project team and advisory committee for implementation of year 3 • Recruitment and selection of cohort 2 participants • Revisions to face-to-face training and eLearning based on year 1 and 2 evaluations • Ongoing revision and updating of turn-key resources • Revision to MOOC and launch of third-year MOOC dissemination program • Recruitment of coaches and CoP content facilitators • Training of coaches and CoP

<ul style="list-style-type: none"> ● Implementation of face-to-face and online training ● Coaching and mentoring of Cohort 1 participants ● Ongoing evaluation and revision of project activities and materials 	<p>cohort 2</p> <ul style="list-style-type: none"> ● Coaching and mentoring of Cohort 2 participants ● Ongoing engagement of cohort 1 in learning and program implementation ● Ongoing evaluation and revision of project activities and materials ● Development and launch of MOOC for ongoing large-scale dissemination ● Dissemination of early findings w/ learners & the CCR community 	<p>facilitators</p> <ul style="list-style-type: none"> ● Implementation of face-to-face and online training for cohort 3 ● Coaching and mentoring of Cohort 3 participants ● Ongoing engagement of cohorts 1 & 2 in learning and program implementation ● Summative evaluation of project ● Planning for ongoing implementation and support for project activities ● Dissemination of findings and experiences with learners and the CCR community
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6. Communications Plan

YALSA and ARSL will not only leverage their own robust communication channels to disseminate resources and project findings, but work with appropriate groups to ensure the small, rural and tribal audiences are well plugged into the project and can access the turnkey resources, CoP and eLearning modules, as they are made available. Groups will include, but are not limited to: AILA, ALA’s American Dream Project, the ALA Committee on Small, Rural and Tribal Libraries of all Kinds, Arizona University’s Knowledge River program, ATALM, COSLA, the International Indigenous Librarians Forum, OCLC/WebJunction, and SJSU’s Circle of Learning program. Members of the project team and the advisory committee will also work to disseminate findings from the project at library and CCR conferences and events, such as the Ready by 21 Conference and the National Afterschool Association annual conference. Communication methods will leverage resources such as journals, blogs, social media, conference sessions, webinars and more. In order to maximize access to the resources developed by this project, a MOOC (using an open-source platform) will be created to bring together a large number of library staff and staff in community organizations to share knowledge and resources. We will launch the MOOC at the end of the second year, learn from the first experience and revise and launch a second session during the third year of the project. A more detailed communications strategy is available in Supportingdoc1.pdf, page 8.

7. Sustainability

One of the many benefits of this proposed project is that the key components are both easily sustainable and can be widely disseminated. The CoP will be built into an existing YALSA resource, the Teen Programming HQ, for which YALSA is already committed to supporting through its existing staffing model and resources. Maintaining and updating as needed the eLearning modules and MOOC can be easily achieved through the work of YALSA’s existing continuing education committee and full time staff, the Program Officer for Continuing Education. Turnkey resources can be distributed and maintained by YALSA’s full-time Communications Specialist on YALSA’s web site or Teen Programming HQ, depending on the exact resource, and member experts can be leveraged as needed to update these resources. To support sustainability of its professional development efforts, YALSA has secured grants, used interest from its endowment and developed partnerships with organizations and individuals equally committed to ensuring that library staff are well equipped to meet the needs of 21st century teens. YALSA will continue to explore all options to ensure the overall sustainability of its continuing education efforts. Strong partnerships developed with ARSL and others, as well as development of a large cohort of library staff who have received the training, will build also a strong foundation for sustainability. Independent of securing future funding, project Goal 4 focuses on developing a set of model programs and tools that can be used by a wide range of communities and libraries, thereby ensuring the continuation of the grant impact beyond the funding period.