Project Overview
Through "Exploring a Program Co-design Approach to Better Serve and Engage Low-income, Latinx Communities," the Public Library Association (PLA) and the National Center for Families Learning (NCFL) will document strategies on how library staff can support authentic Latinx parent and family participation in library programs and resources. PLA and NCFL will employ a co-design process, involving recipients of services in the creation of those services, **which aligns with the PLA family engagement framework component of "raise up," which urges libraries to elevate family perspectives to develop and improve programs and services.**[1] PLA requests **$99,948** for this exploratory *Community Catalyst* grant, which will increase implementation of inclusive practices focused on equity and inspire creation of family engagement programs that better reflect the needs of Spanish-speaking library users.

Statement of National Need
Public libraries are ideal settings for family engagement in education across the age spectrum, but unlike traditional educational and early childhood settings, they have not embraced their potential to reach all families, particularly those from underrepresented groups such as the Latinx community. The proposed project is needed because family engagement is critical to student success and creating healthy communities. A growing number of public libraries are implementing family engagement strategies and embracing their potential as community education leaders, and yet strategies to authentically engage Latinx families by libraries are lacking.

Family and community engagement have been key components of public education systems for decades, with the most recent iteration of United States national education law (Every Student Succeeds Act of 2015 administered by the Department of Education) calling for improved achievement for low-income and otherwise disadvantaged children through parent input and involvement in schools. This movement was based on research that showed parent-child interactions influence the development of a child's brain[2]; young children benefit when parents provide direct support, such as co-reading books and using digital media together[3]; and when family involvement levels are high during the elementary grades, the achievement gap in average literacy performance between children of more- and less-educated mothers disappears.[4] In addition, efforts are needed to address inequities such as those that enable families with high incomes to spend nearly seven times more money on out-of-school enrichment activities. Children in middle-class families have likely spent 6,000 more hours learning than children born into poverty.[5]

Unlike schools, public libraries operate without standardized requirements and targeted funding for family engagement. They have, however, been encouraged to promote family engagement, given their unique position in the community as free, accessible learning environments which serve all ages and can address a wide range of parent and caregiver needs, such as employment or access to social services, which may be barriers to spending time on their children's enrichment activities. The Institute of Museum and Library Services, for example, has called for libraries to play a stronger role in early learning for young children.[6] IMLS also

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[1] M. Elena Lopez, Margaret Caspe, and Christina Simpson, "Engaging Families in Public Libraries," *Public Library Quarterly* 36, no. 4 (2017): pp. 318-333, https://doi.org/10.1080/01616846.2017.1354364)

[2] "Serve and Return," Center on the Developing Child at Harvard University, accessed April 10, 2020, https://developingchild.harvard.edu/science/key-concepts/serve-and-return/)

[3] Ming-Te Wang, Nancy E. Hill, and Tara Hofkens, "Parental Involvement and African American and European American Adolescents Academic, Behavioral, and Emotional Development in Secondary School," *Child Development*, 2014, https://doi.org/10.1111/cdev.12284)

[4] Eric Dearing et al., "Family Involvement in School and Low-Income Children's Literacy: Longitudinal Associations between and within Families.," Journal of Educational Psychology 98, no. 4 (2006): pp. 653-664, https://doi.org/10.1037/0022-0663.98.4.653)

[5] "Whither Opportunity: Rising Inequality, Schools, and ...," accessed April 12, 2020, https://www.amazon.com/Whither-Opportunity-Inequality-Copublished-Foundation/dp/0871543729)

[6] Institute of Museum and Library Services, Growing Young Minds: How Museums and Libraries Create Lifelong Learners (Washington, DC: Institute of Museum and Library Services, 2013, http://www.imls.gov/assets/1/AssetManager/GrowingYoungMinds.pdf

highlighted the potential for libraries to serve young children, educators and parents in a joint memorandum with the Administration for Children and Families directed at Head Start and Early Head Start agencies.[7]

As the professional home for public librarians, PLA issued its own "call to action" in 2016, publishing Public Libraries: A Vital Space for Family Engagement.[8] PLA leaders saw potential for library programs to build on parent engagement during story time and work across the age spectrum to focus on meeting caregiver needs and help eliminate barriers to student and family achievement. This led to the "call to action" as well as the development of a framework for public libraries, published in 2016 by the Harvard Family Research Project and PLA as *Ideabook: Libraries for Families.*[9]

The framework suggests libraries move beyond family engagement as random, individual programs led by youth services staff toward systematically and strategically applying the following concepts to their work. The framework recommends that:

- Library leadership supports family engagement by having a vision, securing resources, building capacity at all staffing levels, and using data to learn and improve.
- Library collections and facilities support family engagement through diverse collections that are responsive to all community members, developing spaces inside and outside the library to encourage parent/child and parent/parent interaction, and providing access to digital media and technology that supports families to learn together anywhere.
- Libraries ensure all programs reach out to engage families, particularly those in special circumstances; raise up family input to develop and improve services; help parents form relationships with each other and to the professionals in the community who help their family; reinforce that learning occurs from birth through adulthood and in every environment, not just school; and apply creativity to reimagine where and how the library can have impact, through partnerships with healthcare providers and other groups.

This project will focus on reaching out to and raising up the voices of Latinx community members, while also educating libraries on inclusive, co-design practices that will benefit their approaches to program development generally. The nation's Latinx population is an estimated 58.9 million people and is predicted to comprise 29% of the U.S. population by 2060.[10] This growing demographic, which will contribute largely to our country's future prosperity, represents a diverse range of experiences, dialects, and academic and economic backgrounds. Concerningly, disparities still persist across the academic continuum for the nation's Latinx families.

As community anchors, libraries can support the lifelong learning and enrichment of Latinx families and help erase these disparities. Yet libraries still struggle to provide equitable instruction, programs, and resources for this population. Latinos are less likely than other Americans to have ever visited a U.S. public library and are much less likely to say that they see it as "very easy" to do so.[11] Research suggests that numerous factors such as language and cultural barriers, a lack of familiarity with and misconceptions about libraries, and potential

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[7] Head Start, Child Care, and Public Libraries: Partnerships to Support Young Children and Their Families Information Memorandum: CCDF-ACF-IM-2012-01, May 9, 2012, accessed at https://www.acf.hhs.gov/occ/resource/im-2012-01

[8] M. Elena Lopez, Margaret Caspe, and Lorette McWilliams, Public Libraries: A Vital Space for Family Engagement. Cambridge, MA: Harvard Family Research Project, 2016) http://www.hfrp.org/librarycta

[9] Heather B. Weiss, Margaret Caspe, M. Elena Lopez, and Lorette McWilliams, IDEABOOK: Libraries for Families. Cambridge, MA: Harvard Family Research Project, 2016

[10] Antonio Flores, Mark Hugo Lopez, and Jens Manuel Krogstad, "U.S. Hispanic Population Reached New High in 2018, but Growth Has Slowed," Pew Research Center (Pew Research Center, July 8, 2019), https://www.pewresearch.org/fact-tank/2019/07/08/u-s-hispanic-population-reached-new-high-in-2018-but-growth-has-slowed/)

[11] Anna Brown and Mark Hugo Lopez, "Public Libraries and Hispanics," Pew Research Center's Hispanic Trends Project (Pew Research Center, December 30, 2019), https://www.pewresearch.org/hispanic/2015/03/17/public-libraries-and-hispanics/)

mistrust of government can be barriers to library access for Latinx families.[12] However, when Latinos are engaged with libraries, they are more likely than other groups to voice their appreciation for library offerings[13] suggesting that improved access to resources, increased authentic engagement, and responsive library resources are critical to increased use by Latinx communities. The project will address increasing use of libraries by the Latinx community and also help address internal library needs identified by PLA's 2016 survey of library directors. In that survey, library directors reported that librarians could benefit from better understanding of families' cultures and cultural variations in parenting.

The three communities that will participate in this submission's proposed project (Dallas, Texas; Sheridan, Colorado; and, Forest Grove, Oregon), provide local snapshots of these national trends. Though each community's geographic characteristics are distinctive, all three locations have a growing population of Latinx residents that face continuing inequities related to education, health, income, community representation and housing, among others, resulting in pronounced educational and academic disparities.

PLA and NCFL have proposed this project to pilot an approach to engaging Latinx families such that we can develop models applicable to libraries serving different size communities, and also document and share implementation of a co-design approach which teaches libraries about fostering authentic relationships with parents and building on their knowledge and lived experiences. We believe the resulting tools and education will help libraries fulfill their role as community catalysts, better able to partner with schools and other family-serving systems to increase equity and access to educational enrichment activities for families of diverse cultural and socioeconomic backgrounds.

Project Design

Project Goals
This 12-month planning grant will leverage and unite the complementary organizational strengths and field expertise of the national leader for public library initiatives and advancement (PLA) and a national family engagement organization (NCFL). PLA and NCFL will explore how a co-design process between low-income Latinx families and library staff can identify culturally responsive practices and resources that fully and authentically engage historically marginalized Latinx communities in library programs across different communities (urban, rural, suburban). Co-design is a research-based approach aimed at better meeting the needs of communities by empowering residents and elevating their voices in the design process. Through this planning grant, PLA and NCFL will create an inclusive space to elevate the voices of both library staff and low-income Latinx families to drive the following grant goals:

- Identify key family engagement practices being carried out across communities as well as those unique to specific locations (urban, rural, suburban) that effectively engage low-income Latinx families.
- Identify co-design practices and processes implemented throughout the planning grant that effectively engage both low-income Latinx families and library staff.
- Build the capacity of the library field to cultivate and create the optimal conditions for co-designing with parents, drawing upon parents' funds of knowledge and lived experiences while fostering authentic and enduring relationships.[14]

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[12] Nperez, "Access to Library Resources and Services," Advocacy, Legislation & Issues, July 13, 2019, http://www.ala.org/advocacy/intfreedom/access)

[13] Ibid.

[14] González Norma, Luis C. Moll, and Cathy Amanti, Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms (New York: Routledge, 2009))

PLA and NCFL will take findings and recommendations informed by Latinx families and library staff through the co-design process and produce a digital resource guide to be shared with the library and family engagement fields. The guide will be freely accessible online and will be disseminated through both NCFL and PLA's extensive networks and communications vehicles. The guide's recommendations will provide a roadmap for co-design and family engagement that can then be tested out and evaluated through subsequent initiatives, for which PLA and NCFL intend to apply for IMLS and other grants.

Project Definitions

- **Co-design**: The co-design approach works toward equity and justice by shifting power and control to historically underrepresented and marginalized communities, increasing their agency and voice to change and create systems, policies, and practices that authentically and equitably reflect their needs and priorities.[15] More specifically, co-design has emerged as a critical process to transform practices and conditions in the family engagement field so that all families have opportunities to engage in meaningful learning interactions that reflect their lived experiences and epistemologies.[16]
- **Family Engagement**: Family engagement is a research-based process that builds authentic and genuine relationships between staff serving families, parents and caretakers, and children to best support the educational success, economic prosperity, health, and wellbeing of the entire family.[17] Family engagement practices have been identified as effective at increasing equitable opportunities and inclusive spaces for all parents to engage in their children's learning.[18] As public institutions, libraries provide ideal community spaces outside of the traditional school environment where culturally responsive family engagement practices, resources, and programs can support families in advocating for their children educationally.
- **Language Justice**: Language justice provides interpretation services to create multilingual spaces that empower individuals to speak authentically in their native language. This allows individuals to be able to participate fully in discussions that impact their lives and to lead full lives regardless of what language they speak. It recognizes that language is closely tied to an individual's culture and is often a community's primary means for expression.[19]

Project Overview
Please see the supporting document entitled "IMLS Planning Grant Overview" to view a visual depiction of the project design described below.

PLA and NCFL will facilitate the co-design process. The process will be carried out with a core group of library staff and low-income Latinx families from three communities in which NCFL has established trusting relationships through ongoing educational programming. These locations all have large Latinx communities, but distinctive geographies. They are Dallas, Texas (urban); Sheridan, Colorado (suburban); and, Forest Grove, Oregon (rural). This submission includes letters of commitment from libraries in all three communities, demonstrating a strong interest in and need for the proposed planning grant.

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[15] "Family Agency and Voice: Designing the Next Generation of Family Engagement," Family Agency and Voice: Designing the Next Generation of Family Engagement | Global Family Research Project, accessed April 12, 2020, https://globalfrp.org/Articles/Family-Agency-and-Voice-Designing-the-Next-Generation-of-Family-Engagement)

[16] "Communities Co-Design for More Just Family Engagement," UW College of Education, March 1, 2019, https://education.uw.edu/news/communities-co-design-more-just-family-engagement)

[17] "Family Engagement." ACF. Accessed April 12, 2020. https://www.acf.hhs.gov/ecd/family-engagement.

[18] "What Is 2Gen?," Ascend at the Aspen Institute, accessed April 12, 2020, https://ascend.aspeninstitute.org/two-generation/what-is-2gen/)

[19] Falco, Michael. "PSN Reportback: What Is Language Justice and Why Does It Matter in Oral History Work?" GROUNDSWELL. GROUNDSWELL, July 26, 2018. http://www.oralhistoryforsocialchange.org/blog/2018/7/25/psn-reportback-what-is-language-justice-and-why-does-it-matter-in-oral-history-work.

Co-design Project Implementation Group
The project implementation group drives the planning grant's co-design process. The group will participate in all planning grant activities and convenings, acting as community representatives and advisors to PLA and NCFL. The group will be composed of one library staff member per community (three library staff members in total) and two Latinx parents per community (six parents in total), and a subset of these staff and parents will bring previous experience with library family engagement initiatives. This will contribute foundational knowledge that libraries have the potential and opportunity to meet the needs of all its community constituents. Prior experience by some group members is beneficial to supporting the grant's preliminary environmental scan of existing family engagement opportunities, challenges, and barriers in each community. Further, this core implementation group will support effective recruitment of focus groups composed of additional library staff and Latinx families in each community who are not currently involved in family engagement initiatives. The grant will leverage NCFL's existing agency partnerships in each community to identify and recruit library staff and parents to participate in this core implementation group. Project participation incentives for this core group include $2,000 stipends for each participating library and $560 stipends for each parent, which are outlined in the accompanying budget narrative. PLA will execute agreements with each library and parent upon project initiation.

Project Timeline and Activities
The project will take place over a year, launching on September 1, 2020 and ending on August 31, 2021.
Project Preparation: *August - September 2020:* In August 2020, PLA and NCFL will begin planning for grant launch. Activities will include:
- Collaborating with NCFL's partner agencies in the three participating communities (Dallas, Texas; Sheridan, Colorado; Forest Grove, Oregon) to recruit two parents and one library staff member from each community to participate in the project's core implementation group;
- Planning agendas, confirming timelines, and dividing up tasks in order for each project activity to be carried out;
- Executing agreements between parties, which will include agreements initiated by PLA with NCFL, the participating libraries, and parents serving on the core implementation group;
- Confirming/compiling and circulating background publications and previous learnings about co-design practices, family engagement, and other topics so all parties start with a common frame of reference; and
- Scheduling the initial virtual convening with the grant's core implementation group.

Introductory Virtual Convening with core project implementation group: *October 2020:* PLA and NCFL will convene the project implementation group - introducing the grant to participants, outlining tenets of the co-design process, setting project expectations and important dates, identifying roles and responsibilities, and developing and planning for an environmental scan on library family engagement practices in each community. Simultaneous interpretation, a form of language justice, will be carried out during all project convenings involving parents, many of whom may speak Spanish as their home language. Simultaneous interpretation allows parents to speak in the language with which they feel most comfortable, increasing the likelihood of authentic communication and expression. A community and trust-building exercise will be carried out to begin the process of building relationships between library staff and parent participants representing each community. Co-design tenets will follow the recommendations made by the Global Family Research Project, which include[20]: a) Create mechanisms for deeply understanding families; b) Provide an inclusive and safe space where power is shared between different groups of people; c) Build learning feedback loops, as co-design is an iterative process; and, d) Understand that no community is the same. In addition, PLA and NCFL will document

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[20] Ibid.

and assess convening processes and procedures to analyze the co-design approach being carried out during the grant.

Environmental Scan: *November 2020 - January 2021*: PLA and NCFL will conduct environmental scans on current family engagement and co-design practices in each community with support from the grant's core project implementation groups. The scans will be broad, but to meet the capacity of project participants and project timeline, they will focus first on public libraries and specific other community providers identified by core implementation group members. PLA and NCFL will create an observational checklist and provide it to library staff and parents. In addition, PLA and NCFL will conduct online research regarding current opportunities for and challenges to authentically engaging low-income Latinx families in each community. NCFL and PLA will analyze this information - pulling out key points, trends, and differences between communities to share with the core implementation group during its first in-person convening.

First in-person convening with core project implementation group: *February 2021*: NCFL and PLA staff will convene the project implementation group to:
- Review, analyze, and discuss the findings from the environmental scan conducted in each community;
- Use the findings to co-create agendas and questions for larger focus groups to be held in each community; and
- Co-create specific strategies and plans for recruiting an expanded group of Latinx parent representatives and library staff to participate in focus groups that will be held in each community.

The in-person convening will begin with community and trust-building exercises to continue positive relationship development and power sharing between library staff and parents representing each of the three project communities. In addition, NCFL and PLA will document and assess convening processes and procedures to analyze the co-design approach being carried out during the grant.

In-person focus groups in each community: *March - April 2021*: Two 60-90 minute focus groups will be carried out in each of the three participating communities as a part of the co-design process. A well-documented co-design tool, the focus group creates opportunities for communities to generate and develop ideas about a topic and/or service that will directly impact their lives.[21] Focus groups will include a larger number of both library staff and low-income Latinx parents in each community to engage in conversations around the topic of library family engagement efforts in a safe space. In each community, one focus group will be conducted for library staff, which will include staff from the participating library as well as nearby libraries and may include select community-based partners who are close collaborators with the libraries on family engagement. Another focus group will be conducted for families. These separate spaces will allow for both groups to speak more freely, mitigating opportunities for power dynamics to inhibit discussions. NCFL's Director of Community Development, a Latinx native Spanish speaker with extensive co-design expertise, will lead facilitation for each parent focus group. PLA and NCFL staff will co-facilitate library staff focus groups, with PLA being a trusted and well-respected leader in the library space and NCFL contributing its co-design and family engagement expertise. Parents and library staff participating in the project's core implementation group will support focus group recruitment in their communities. No more than 12 additional community participants will be included in each focus group, in order to ensure that all participants are heard.[22] Focus group participation incentives will include wraparound supports such as transportation, food, and stipends. Please see the attached budget and budget narrative for more details. PLA and NCFL will distribute a survey to focus group participants in order to gain their feedback on the experience.

Second in-person core project implementation group/project participant survey: *May 2021*: NCFL will reconvene the project's core implementation group to:
- Review, analyze, and synthesize data and qualitative information collected through focus groups; and

[21] "Preparation And Conduct," *Focus Groups in Social Research*, n.d., pp. 37-57, https://doi.org/10.4135/9781849209175.n3)

[22] "Section 6. Conducting Focus Groups," Chapter 3. Assessing Community Needs and Resources | Section 6. Conducting Focus Groups | Main Section | Community Tool Box, accessed April 12, 2020, https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main)

- Co-create the takeaways and recommendations on key family engagement practices being carried out across communities as well as those unique to specific locations (urban, rural, suburban) that effectively engage low-income Latinx families.

This final in-person convening will incorporate community-building exercises that not only create an inclusive and trusted space for all project implementation group members but will also serve to celebrate and thank the representatives for their valuable insights and leadership throughout the planning grant. In addition, PLA and NCFL staff will document and assess convening processes and procedures to analyze the co-design approach being carried out during the grant. PLA and NCFL will distribute a survey to core implementation group participants in order to gain their feedback on the planning grant co-design process.

Develop free guide of findings and recommendations*: June - August 2021*: NCFL will lead the drafting of this guide. PLA will support the effort, lending language and information specific to libraries as well as providing feedback and editing on all produced content to ensure its usefulness to the national library field. The guide will include the recommendations and key findings that were explored, collected, and analyzed through the planning grant co-design process. These will be:

- Key family engagement practices being carried out across communities as well as those unique to specific locations (urban, rural, suburban) that effectively engage low-income Latinx families; and
- Co-design practices and processes implemented throughout the planning grant that effectively engaged both low-income Latinx families and library staff.

Upon completion, the guide will be made freely available to both library and family engagement audiences through multiple communications vehicles. Specific vehicles are listed under this application's *National Impact* section.

Project Assumptions and Risks

The following primary assumptions inform the project design.

1) The strong relationship shared between PLA and NCFL will ensure the collaboration required to carry out the work on time, within budget, and within the year-long deadline.
2) The three communities committed to participating in the project will maintain this level of commitment throughout the project's duration.
3) Community and trust-building exercises carried out with the core implementation and focus groups will provide an inclusive and safe space for parents and library staff to comfortably and authentically express their viewpoints.
4) The budget is sufficient in supporting the work needed to be carried out and complete stated deliverables.
5) The co-design approach will result in recommendations and findings that authentically represent the voices of library staff and low-income Latinx families.

PLA and NCFL have identified the primary project risks and have put in place ways to mitigate them.

- Retention of library staff and parent participants in the core implementation group for the entirety of the grant - PLA and NCFL will mitigate these efforts by providing participation stipends to libraries and parents in the three communities. Stipend details are outlined in the budget narrative. For libraries, this provides additional financial support for staff time and programming. For parents, stipends replace and/or supplement wages that are critical to parents so that they can participate in convenings. NCFL's independent evaluations of its parent leadership programs with low-income families demonstrate that stipends are effective in helping parents to commit their time and energy without having to forgo necessary wages. Additionally, the budget covers the transportation, lodging, and supply costs for core implementation group participants so that they may attend in-person convenings (see budget details).

- Broad applicability of project findings – PLA and NCFL recognize that libraries come in many different sizes and staffing configurations, with diverse resources. While the intent of the project is to identify tools and strategies that any public library can adapt, some libraries may find it challenging to advance their efforts to engage Latinx families for many reasons. PLA and NCFL are mitigating these risks by engaging libraries and communities of different sizes and geographic locations, and by including input from PLA's Family Engagement Task Force and NCFL experts, who will bring additional diversity to the project and help ensure its recommendations have broad applicability.
- Social quarantine precautions due to the current COVID-19 crisis - PLA and NCFL recognize that the world is currently experiencing an unprecedented, uncertain, and frightening time for everyone, one that has disrupted regular workflow patterns. Although PLA and NCFL are hopeful that in-person convenings will be able to happen during the project timeline, all project components could be carried out virtually, if necessary. PLA and NCFL continue to work through considerations such as access to technology for parents if this were to be the case.

Project Roles/Contributions

NCFL's lead will be Project Manager Emily Sedgwick (resume attached), a former librarian well-versed in the library field and in family engagement programming. Emily also sits on PLA's Family Engagement Task Force. She will be accompanied and assisted by NCFL's Director of Community Development, Rosa Guzman-Snyder (resume attached), a native Spanish speaker with extensive experience facilitating co-design efforts that bring together low-income communities of color and the institutions that are responsible for supporting them. NCFL's Family Learning Coach Lynette Garcia will provide facilitation support and simultaneous interpretation as a member of the Sheridan, Colorado community with a background in community organizing and language justice strategies, and support will be provided by various other NCFL staff with expertise in evaluation, editing, digital communication, and graphic design. NCFL's project roles and responsibilities are outlined below:

- Provide content expertise and guidance on family engagement practices and co-creation strategies
- Provide co-design facilitation for all convenings and focus groups
- Provide language justice services for convenings with parents who do not speak English as a first language
- Work collaboratively with PLA project teammates to a) plan agendas for all convenings and focus groups; b) provide a summary and analysis of findings from the community environmental scans and determine next steps; and c) analyze findings from convenings, create resources and tools, and draft language for deliverables
- Take the lead on designing and editing deliverables and disseminate them through existing communications vehicles with large audiences, such as the National Literacy Directory

The project director will be Barbara Macikas (resume attached), PLA's Executive Director since 2009, who oversees PLA's strategic direction and was instrumental in moving PLA from family engagement in story time (through the Every Child Ready to Read program) to the broader concepts described above. PLA's project lead will be Scott Allen (resume attached), Deputy Director at PLA and project lead for PLA's family engagement work since its inception in 2015. Scott's experience working with public libraries is complemented through a long history of working with pediatricians, who face similar challenges in motivating parents to be engaged in their child's health and education. PLA Project Manager Symone Villaseñor (resume attached), who provides support for the PLA Family Engagement Task Force and developed and launched PLA's Advancing Family Engagement Professional Development Series in April 2020, will also support the project. PLA's project roles and responsibilities are outlined below:

- Provide content expertise and guidance on the current state of family engagement in the library field - challenges and opportunities

- Attend all convenings and focus groups and provide co-facilitation when appropriate
- Work collaboratively with NCFL team mates to a) plan agendas for all convenings and focus groups; b) provide a summary and analysis of findings from the community environmental scans and determine next steps; and c) analyze findings from convenings, create resources and tools, and draft language for deliverables
- Review and approve deliverables to ensure that they will be tailored to the unique conditions of the library field
- Strategize with public library leaders on the Task Force and PLA board about dissemination of project results and how project will inform PLA family engagement strategy for the future
- Disseminate free deliverables through existing communications vehicles with large audiences of public librarians, library staff, and library supporters

Project Evaluation, Continuous Improvement, and Risk Mitigation
PLA and NCFL will put in place the following protocols to ensure continuous improvement, evaluation of the planning grant process, and risk mitigation: a) Bimonthly meetings between PLA and NCFL to drive project activities forward; b) ongoing feedback loops between PLA, NCFL, the project's core implementation group, and other critical partners such as the PLA Family Engagement Task Force to address any unexpected challenges; c) dedicated virtual space for all convening agendas, findings, and data to be organized, shared and easily accessed; and d) monthly check-ins with participating libraries and parents.

Evaluation will be conducted at multiple points on both the process and resulting products of the project. The project team will utilize evaluation expertise of staff at both organizations, including the NCFL Director of Education and Evaluation Initiatives (Laura Westberg) and the PLA Manager, Impact & Advocacy (Emily Plagman). Pre and post surveys will be distributed to library and parent representatives to analyze the effectiveness of the co-design process being carried out. These surveys will help project staff to tailor convenings and adjust based upon participant feedback. Participants in focus groups will complete surveys to gauge the success of the experience and make recommendations for future convenings. Materials released through the project will include feedback forms so end-users at libraries can help evaluate and make recommendations for improvements and for future training and tools to be developed based on project findings.

Diversity Plan
The co-design approach incorporates the diverse voices of low-income, Spanish-speaking participants as well as the library staff who serve them. Convenings bring together staff and parents representing an array of backgrounds and experiences to contribute to the discussions in a shared, safe place. The project team will be led by a native Spanish-speaker with a long background in community advocacy and co-design facilitation in low-income communities of color. Parent participants are from communities where NCFL and PLA have established trust. Language justice strategies will create a linguistically neutral space, encouraging participants to speak in the language with which they feel most comfortable. By working with parents and library staff representing diverse geographic areas, specific needs encountered by geographically distinct communities will also inform the project's findings and recommendations.

National Impact
Upon completion, the guide of co-design strategies, tools, and training materials for library staff will be made freely available to both library and family engagement audiences through multiple communications vehicles. PLA is well positioned to spread project tools and education throughout the public library field due to its foundational work in family engagement, motivated leadership, and mechanisms for dissemination. The partnership with NCFL has exposed library staff to expertise in family engagement and family literacy while also modeling partnerships between family-serving organizations. The tools and training developed from this

initiative will become part of both organizations' ongoing efforts to advance family engagement, forming the basis of articles, presentations and other products.

Since adopting a strategy to advance family engagement, PLA's work has generated many tools and reached diverse audiences with education. PLA's commitment to spreading tools and training to the public library field is evident not only through the two publications referenced above but through many hours of educational programming offered nationwide. Since 2016, PLA has conducted nearly a dozen educational programs and pre-conferences at national ALA and PLA events, partnered with the NCFL annual conference on six presentations and national webcasts, and presented to audiences representing Head Start programs, school administrators, pediatricians, and more. NCFL has been a pioneer and leader of high impact, research-based family engagement initiatives nationally for three decades. NCFL works with families firsthand on a grassroots level while also advocating for systems and policies that support increased family engagement practices to advance equity for families on a national level. Its national advocacy work was instrumental in including intensive family engagement practices as a priority in the 2018 U.S. Department of Education Statewide Family Engagement Center federal grant opportunity. Its conference attracts over 900 education stakeholders from 45 states each year to learn from approximately 100 professional development and networking opportunities, providing a large forum in which to disseminate project findings to a captive and engaged national audience.

The PLA membership includes about 10,000 public library professionals, while NCFL routinely reaches 18,000 subscribers through its Family Learning newsletter and more than 11,000 organizations through its National Literacy Directory. Recognizing that this is only a fraction of the desired audiences, PLA and NCFL will work through partner organizations to extend the reach and impact of the project. Specifically, PLA and NCFL will post project information and resulting tools on their websites and use routine and targeted email communications to their memberships. Similar promotion will be shared with partner groups such as the Urban Libraries Council, the Chief Officers of State Library Agencies, Zero to Three, and the National Association for Family, School, and Community Engagement. PLA will publish an article on the project and its results in Public Libraries magazine and post short examples of the participating libraries' work on the accompanying blog, PLOnline. PLA will also submit an article and/or ad for publication in ALA's American Libraries magazine. PLA and NCFL will collaborate on a webinar for public libraries, to be recorded and posted for promotion and future viewing. The partners will also submit to present educational programs at the NCFL 2021 Families Learning Conference, the PLA 2022 Conference (March in Portland, OR), and the ALA 2022 Annual Conference (June in Washington, DC).

Throughout the delivery of the training and tools, PLA and NCFL will stress a feedback cycle that will help lead to scalability and systemic change in the field. The project will educate learners about specific models for adaption (by sharing the experiences of the pilot communities) and also an overarching strategy to apply to library community engagement efforts (the co-design approach). This aligns with the IMLS educational model for disseminating family engagement information to libraries generally, which has consisted of combining a framework to apply across library programs in conjunction with specific library examples. Learners will be asked to contribute their experiences using these tools, to help build out the model examples and other resources PLA and NCFL can offer going forward. PLA is advancing this concept in 2020 with a new professional development initiative, engaging 30 public library teams in virtual classroom sessions to assess their current programming, apply the framework and related concepts, and make plans for future activity. By continuing this process of sharing adaptable tools, collecting information on successes and challenges, and resharing for the benefit of other libraries, PLA and NCFL can serve libraries at all stages of their family engagement journey and spread the project widely by continually refreshing the stories and examples we share.

Public Library Association │ National Leadership Planning Grant: Community Catalyst
"Exploring a program co-design approach to better serve and engage
low-income, Latinx communities"
April 13, 2020 Proposal

Schedule of Completion

	2020					2021							
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
Project Activities													
Project Launch		■											
Preliminary Project planning (PLA & NCFL)	■	■											
Virtual kick-off project co-design convening - PLA, NCFL, Core Implementation Group			■										
Environmental scans on library family engagement initiatives conducted in each community			■	■	■	■							
In-person convening - PLA, NCFL, Core Implementation Group							■						
Focus groups in each community conducted								■	■				
Collect findings from focus groups								■	■	■			
In-person convening - PLA, NCFL, Core Implementation Group										■			
Drafting and design of guide completed for free dissemination to the library and education fields through both PLA and NCFL networks.											■	■	■
Guide promotion and free dissemination to the education and library fields through PLA and NCFL networks and communications vehicles												■	■
Ongoing evaluation of co-design practices		■	■	■	■	■	■	■	■	■	■	■	■
Creation and implementation of continuous feedback loops throughout project duration to make adjustments, as necessary.	■	■	■	■	■	■	■	■	■	■	■	■	■

DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. 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

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS.** Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

> **SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS**
> Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

> **SECTION III: SOFTWARE**
> Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation

created by you during your project.

SECTION IV: RESEARCH DATA
Complete this section if your project will create research data, including recorded
factual information and supporting documentation, commonly accepted as relevant to
validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to
release these files under open-source licenses to maximize access and promote reuse. What
will be the intellectual property status of the digital products (i.e., digital content, resources, or
assets; software; research data) you intend to create? What ownership rights will your
organization assert over the files you intend to create, and what conditions will you impose on
their access and use? Who will hold the copyright(s)? Explain and justify your licensing
selections. Identify and explain the license under which you will release the files (e.g., a non-
restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org
statements). 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.

**We will assign the "Attribution-Noncommercial-No Derivatives 4.0 International License"
to the content created by the project, as ALA has with materials from previous grant
funded projects. http://us.creativecommons.org/**

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.

**All resources will be made freely available via the project partner web sites (ALA and PLA
and NCFL) as they are developed and refined during the project. We will not impose any
restrictions to access or conditions of 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.

**Quotes, photos and recorded video or audio (if taken) of the in-person core project
implementation group meetings and the focus groups could include sensitive comments
and be concerning to participants from a privacy standpoint. PLA and NCFL will establish
a process prior to these events to alert participants to the potential use of their input, and
we will share a consent form and collect signed forms prior to the events. If any attendees
choose not to sign the form, they will not be photographed or videotaped. Drafts of work**

resulting from the project will be shared with the core project implementation group in advance of publication in order to identify any privacy or permission issues and resolve them. If any material is collected from libraries or other community organizations in the course of the project with intent to include in the final product(s), PLA will secure permission for use using a standard form in place with PLA.

SECTION II: 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 the format(s) you will use.

PLA and NCFL will develop tools and strategies to be implemented by libraries and community partners to pilot engaging Latinx families, and those assets will take the form of articles in print journals and online, toolkits posted online and distributed in print, sample marketing materials such as flyers, model presentations and other templates, and more. The final format(s) will be determined by the type and purpose of content, but it is envisioned that most assets will live electronically and be accessible on the NCFL and PLA web sites.

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

PLA and NCFL will use common computer office applications and platforms to create these materials, including project management tools such as Google Drive, AirTable and other project management tools to be determined; productivity tools including the Microsoft Office suite of programs; web development tools such as Drupal and Word Press; communication tools such as common email programs and mass email programs like Informz; and graphic design tools such as the Adobe Suite and InDesign.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

The product will create files in PDF, HTML and DOCX formats. PLA staff will consult ALA's information technology department and consultants as needed to ensure all digital products meet accepted quality standards and are accessible and ADA compliant.

Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

Project leaders will meet two times each month to review project status, confirm progress in meeting project goals and developing materials, and oversee assignments to others who will be involved in the various processes (graphic design, editing, digital content creation) needed to complete the project. Both PLA and NCFL employ numerous experts on staff and utilize the expertise of member volunteers, and we are accustomed to circulating material to a wide variety of individuals, both involved in the projects and not, for input and review.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should 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 resources developed will be posted and maintained on PLA and NCFL web sites, maintained by organizational servers, and publicly available during and after the project. It is envisioned that the resources will remain available indefinitely, and be subject to periodic review and revision similar to other ALA/PLA initiatives that serve the needs of public libraries. Should such a time come when they are obsolete, they will be archived through the University of Illinois' online repository which was created for ALA archival material.

Metadata

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

Technical and descriptive metadata will be produced for the resources, as appropriate. Some technical metadata will be automatically generated by virtue of saving the resources as Word documents or .pdf files. Additional technical metadata will be developed by staff, as appropriate. At this time, it is anticipated that Dublin Core Metadata Element Set will be used and that a list of keyword terms specific to these resources will be developed for consistent use across all platforms.

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

PLA and ALA web and IT staff strive to ensure that the metadata is preserved on various sites and subsites used by PLA. We will work with ALA's IT Department to ensure that metadata is preserved if/when the organization migrates to a different content management system.

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).

Posting PLA resources on the dedicated portion of the American Library Association's website uses a federated search component, giving the ability for PLA to enter SEO keywords and search terms, enabling the public to easily search for and discover PLA content.

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, delivery enabled by IIIF specifications).

Digital content will primarily be static and low-tech, consisting of text and images, and openly available online to allow accessibility to any library staff, community partner and member of the public with interest. Current PLA web content is created in Drupal. It and products developed under this project will be accessible via standard web browsers with no special software or tools in order to use the content.

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

- **PLA Web site: http://www.ala.org/pla/**
    - **Family engagement initiative: http://www.ala.org/pla/initiatives/familyengagement**
- **DigitalLearn: https://www.digitallearn.org/**
- **Project Outcome: https://www.projectoutcome.org/**

SECTION III: SOFTWARE

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.

N/A

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

N/A

Technical Information

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

N/A

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

N/A

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

N/A

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

N/A

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

N/A

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

N/A

C.2 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

N/A

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

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

N/A

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?

N/A

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

N/A

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

N/A

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

N/A

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

N/A

A.7 Identify where you will deposit the data:

Name of repository:
URL:

N/A

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?

N/A