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Alaska

Alaska Library Network, Juneau, AK
RE-95-17-0108-17
$91,060.00

The Alaska Library Network (ALN) will provide continuing education for Alaska public and tribal library staff working with indigenous cultural materials. In the first year, ALN will offer a training institute for 20-30 library professionals from across the state. In the second year, 5-7 libraries will be selected to receive a week of on-site, targeted training for their community library staff and other local organizations involved in heritage preservation, restoration, and dissemination. Each visiting specialist will offer a topical webinar based on their on-site activities to all libraries in Alaska and elsewhere based on their visits. Training partners will include the Alaska Library Association Native Issues Roundtable, the University of Alaska Fairbanks Library, and the Alaska Division of Libraries, Archives, and Museums.

California

Regents of the University of California, Oakland, CA
RE-85-17-0121-17
$249,553.00

The California Digital Library will advance the scope, adoption, and impact of the emergent "Library Carpentry" continuing education program. Librarians and archivists have an increasingly important role to play in mediating access to and use of information technologies and resources integral to 21st century culture, commerce, and scholarship. This requires librarians and archivists to remain current with the rapidly evolving information landscape, particularly with regard to computational and data-driven methods. The training opportunities enabled by the project will provide librarians with the critical data and computational skills and tools they need to be effective digital stewards for their stakeholders and user communities. The two-year project focuses on: development of a core curriculum of training modules optimized for librarian instruction; regionally-organized training opportunities for librarians; and outreach to promote the development of a broad, engaged community to sustain and advance the movement beyond the end of this grant.

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Connecticut

Connecticut State Library, Hartford, CT
RE-95-17-0068-17
$387,250.00

The Connecticut State Library (CSL) will lead a two-year, team-based experiential learning program with partners Innovation Builders (IB) and TechInPedagogy to improve library professionals' skills in leadership and community engagement in the Northeast. CSL will offer multiple progressive, in-person training and coaching sessions for as many as 96 participants from up to 18 public, academic, and special libraries, with one of the trainings hosted by the Connecticut State Library and a second training hosted by the Rhode Island State Library. The training will be comprised of three in-person sessions that are each followed by two months of fieldwork and concluded with a six month supported implementation phase. In addition, the team will lead a standalone bootcamp for additional participants from participating libraries and an intensive Facilitator Certification training for 6-8 participants who have already completed the Core Program.

District of Columbia

Council on Library and Information Resources, Washington, DC
RE-87-17-0079-17
$49,950.00

The Digital Library Federation (DLF) will provide at least 21 travel fellowships for participants from historically black colleges and universities (HBCUs) to attend the DLF Forum conference, as well as a DLF Liberal Arts Colleges (LAC) preconference session intended to facilitate conversation between HBCUs and the DLF community. The fellowships will broaden the range of voices present at the preconference, which will focus on digital pedagogy and the curation of culturally sensitive digital collections. A final report will discuss the outcomes of the meeting and help set the direction for future partnerships between the DLF LAC community and the HBCU Library Alliance.

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Georgia

University of West Georgia, Carrollton, GA
RE-95-17-0065-17
$386,569.00

University of West Georgia will collaborate with the University at Buffalo to deliver comprehensive professional development experiences for 80 rural school librarians in their regions, informed by STEM educators, school library leaders, and digital resource experts. Participants will be recruited from rural areas in the states of Georgia, Alabama, Mississippi, Louisiana, New York, Pennsylvania, Michigan, Ohio, and Indiana. The program will increase the knowledge, skills and abilities of participants for facilitating STEM learning within their respective school libraries. The modules developed through this project will be widely disseminated and will provide a model for teaching school librarians how to support STEM teaching and learning.

Massachusetts

WGBH Educational Foundation, Boston, MA
RE-85-17-0092-17
$229,772.00

WGBH Educational Foundation (WGBH) will host a Public Broadcasting Preservation Fellowship for 10 students enrolled in library and information science (LIS) graduate programs to pursue digital preservation projects at public broadcasting organizations around the country, gaining hands-on experience in audiovisual preservation. WGBH will work with five partner universities: University of North Carolina at Chapel Hill, University of Missouri, University of Oklahoma, San Jose State University, and Clayton State University. Each university will be paired with a local public media station to serve as a fellowship host. Fellowship placements will address the need for digitization of at-risk public media materials and increase audiovisual preservation education capacity in LIS graduate programs across the country.

Michigan

Regents of the University of Michigan, Ann Arbor, MI
RE-95-17-0104-17
$399,009.00

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The University of Michigan will conduct a three-year project to develop a new library-as-research-lab model in LIS education and professional development. The library will be the site of three research labs and School of Information faculty and librarians will co-create the research and learning environments for 30 master's students and six librarians. The three research labs will be: Library Assessment in Student Learning, Library Assessment for Research and Scholarship, and Designing Thinking for Services. The project will help to build research skills and professional capabilities in the academic library workforce, and foster and enhance mentoring capabilities in the profession. Ultimately, LIS educators, LIS students, and academic librarians who are seeking alternative practical experience programs will be beneficiaries of the proposed project because they will be able to replicate and adapt the research lab model.

Minnesota

Regents of the University of Minnesota, Minneapolis, MN
RE-70-17-0073-17
$247,912.00

The Regents of the University of Minnesota will create the Open Educational Resources (OER) Librarian Bootcamp, a professional development program to prepare librarians who are, or are interested in becoming, stewards and advocates for open educational resources. Through the Bootcamp, 30 librarians will develop comprehensive knowledge in open education and open education programming. The integrated components of the OER Librarian Bootcamp program will include: pre-workshop online content, mentor-led cohorts, an immersive four-day in-person workshop, and post-workshop program development and assessment. The pre-workshop component includes online training developed as part of a previously funded IMLS project, the Creative Commons' Librarian Certificate program.

Montana

Montana State University, Inc, Bozeman, MT
RE-72-17-0103-17
$50,000.00

The Montana State University Library will conduct an environmental scan of the field's knowledge of algorithms, develop a proof of concept search application employing

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common algorithms, and create an Open Educational Resource (OER) curriculum and pilot class that will be taught to librarians to improve digital literacy based on the algorithms that define online experiences and shape technology. The planning grant will primarily support releasing a curriculum for teaching about algorithmic awareness; teaching a pilot course on algorithmic awareness for librarians; developing a working proof of concept application showing algorithms in practice; convening of an advisory council to shape the curriculum via online sessions and an in-person meeting; and testing and evaluating librarian and library patron's awareness of algorithms and their role in our online experiences.

New York

New York University, New York, NY
RE-95-17-0076-17
$249,504.00

New York University, in partnership with the Library Freedom Project, will facilitate the use of practical privacy tools in libraries and their communities through the development of a privacy-focused train-the-trainer program for librarians, known as the Library Freedom Institute (LFI). The project team will construct an extensive curriculum and use it to train 40 geographically dispersed Privacy Advocates, who can then serve as nodes of expertise in their regions by conducting training workshops for community members and helping their own libraries become more privacy conscious. Over a six-month course, project staff and guest trainers will teach the Privacy Advocates how to lead privacy-focused computer classes. During a two-year project timeline, the project will plan and run a pilot iteration of the LFI, analyze it, make revisions to the curriculum, offer a full-scale LFI to a larger cohort of librarians, and evaluate the full program.

North Carolina

University of North Carolina At Chapel Hill, Chapel Hill, NC
RE-87-17-0074-17
$49,820.00

The Odum Institute at the University of North Carolina, the Institution for Social and Policy Studies at Yale University, and the Cornell University Institute for Social and Economic Research will plan the development of an evidence-based librarian and archivist training program focused on data curation for reproducibility. As the role of

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librarians in research grows quickly, formal education curricula cannot always keep up. This grant supports steps toward the development of a Data Curation for Reproducibility (Data CURE) continuing education program to help fill gaps in the current skillsets of librarians and archivists who are adapting their roles to support reproducible research. The planning project will consist of four primary activities: an environmental scan, the development of a curricular framework, strategic planning, and community engagement.

Ohio

OCLC Online Computer Library Center, Inc., Dublin, OH
RE-95-17-0085-17
$249,969.00

OCLC will partner with state and regional library systems, including New York State Library, Minnesota State Division of Library Services, and Southeast Florida Library Information Network, to expand the Supercharged Storytimes early literacy curriculum, and then deploy it nationally by offering a free self-paced online course for all library practitioners to access; training 100 facilitators to lead learning cohorts in their libraries using the online course; and training up to 20 expert online trainers to deliver the curriculum across each state and regional systems. The project will result in as many as 1,600 children's librarians nationwide better equipped to intentionally incorporate research-based concepts that promote literacy outcomes in young children during storytime programming. Collaborators on the project include the Public Library Association and the Campaign for Grade-Level Reading.

Pennsylvania

Drexel University, Philadelphia, PA
RE-70-17-0094-17
$313,269.00

Drexel University will develop the Library Education And Data Science (LEADS) program, a transformative doctoral training initiative grounded in library science foundations and integrating a new data science focus. The program will provide stipends for 18 library school doctoral students across the country. These LEADS Fellows will complete an online preparatory curriculum, an intensive 3-day data science boot camp at Drexel University, and a ten-week data science internship with a LEADS project partner in

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which the students will complete data science activities in a real-world library setting while conducting original research. The program will result in a cohort of future faculty members who can bring data science knowledge and skills into library graduate schools across the country. The chief outcome of the program will be a proven template for educating library data scientists, while also readying this first cohort to serve as educators and leaders in libraries and archives.

Free Library Foundation, Philadelphia, PA
RE-95-17-0089-17
$479,955.00

The Free Library Foundation will create a practical, comprehensive curriculum guide and webinar series for public libraries to build their community engagement capacity. The curriculum will be organized around three modules (Outreach, Program Development, and Leadership) and provide training on nine interconnected skills that are essential for library staff to foster and sustain impactful programming in partnership with the communities they serve. Partners include the American Library Association, OCLC WebJunction, and an advisory board of library professionals from American Library Association, Cleveland Public Library, Columbus Public Library, Halifax Public Libraries, Hartford Public Library, Multnomah County Library, San Francisco Public Library, Shippensburg Public Library, and University of South Carolina. The Free Library of Philadelphia and its partners will shape, test, and refine the curriculum with an initial group of 250-300 library staff in two library systems before sharing with the broader library field.

Virginia

Hampton University, Hampton, VA
RE-98-17-0099-17
$99,980.00

Hampton University will host a national forum to discuss recruitment and retention of minority library professionals in the Library and Information Science field. The forum will convene 30-40 librarians who are leaders and experts in library science, diversity, and leadership to address the continued issues of recruitment of minorities to the field. Through the forum and additional virtual meetings, participants will generate strategies for addressing issues in minority librarianship, including improving outreach efforts of

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libraries to recruit a more diverse workforce and improving the experiences of minorities currently in the field.

Virginia Community College System Office, Annandale, VA
RE-96-17-0113-17
$449,388.00

Northern Virginia Community College, six partner community colleges, and a not-for-profit research service, Ithaka S + R, will develop and assess a series of concepts for innovative services with the goal of improving library support of community college student success. The project features three methodological phases, discovery, service concept development, and assessment. Interviews will be conducted with at least 50 students from the partnering colleges, which are four CUNY colleges (Borough of Manhattan, Bronx, LaGuardia, and Queensboro), Monroe Community College of the SUNY system in upstate New York, and Pierce Community College District in Washington. The project team will generate two research reports: one on student perspectives, practices, and needs, and a second providing specific assessments of service models. It will also yield a toolkit that can be further adopted by community colleges nationally to test service concepts or develop and assess additional service concepts specifically relevant for their populations.

Washington

Washington State University, Pullman, WA
RE-85-17-0115-17
$449,726.00

Washington State University (WSU) will extend the Tribal Digital Stewardship Cohort Training program, which supports the educational and curatorial needs of tribal archives, libraries, and museums, to include 24 participants from 12 tribes over two years. Participants will receive online and face-to-face trainings as well as mentorship. Emphasizing the collaborative curation method, this program expands the digital stewardship lifecycle curriculum created at WSU to include methods and tools to curate collections in partnership with non-native repositories through ethical frameworks for sustained engagement. This model emphasizes long-term engagement, sharing digital content, and enriching metadata with tribal knowledge for broad accessibility. The project will include updates to the existing Tribal Digital Stewardship curriculum as well

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as the creation and dissemination of Open Educational Resources (OER) for all curricular modules.

Wisconsin

Wisconsin Library Services, Madison, WI
RE-85-17-0127-17
$227,077.00

Wisconsin Library Services, in partnership with the University of Wisconsin-Madison's School of Library and Information Studies and the University of Wisconsin-Milwaukee's School of Information Studies, will implement a program to provide library school students with practical experience in digital stewardship through summer fieldwork positions. By placing students in small and under-resourced memory institutions across Wisconsin, the project will also increase the capacity of small libraries and cultural heritage organizations to curate their digital collections. Over two years, 16 students and 10-16 host institutions will receive training and mentoring in digital stewardship and will work together to manage, preserve, and provide access to materials digitized from analog formats, as well as born-digital items.

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