

## Advancing Creating Aging Through State Library Leadership Project Proposal

The Wyoming State Library in partnership with the Florida Division of Library and Information Services and Lifetime Arts, proposes **Advancing Creative Aging Through State Library Leadership**, a three-year Laura Bush 21st Century Library Program Continuing Education project designed to enhance and expand older adult (55+) services through professional development and training for librarians and library paraprofessionals, pilot programming, and national dissemination of the creative aging approach of active, arts-based programming.

Scholarship shows that today's older adults are keenly interested in learning, connecting, and creating especially those isolated by geography, financial limitations or physical decline. Their health and well-being are linked to participation in activities that promote skills, encourage creativity, and enable social interaction.

As vital, accessible community focal points, public libraries are uniquely positioned to become centers for "positive aging." Positive aging is an approach that acknowledges the inevitable changes with aging while focusing on the attitudes and behaviors that can mitigate these changes. One highly effective strategy for positive aging, pioneered by Lifetime Arts, is "creative aging," which enriches lives through arts education for adults 55 and older.

Libraries can provide more engaging resources and activities to help older adults thrive, but they need help to accomplish this. Librarians and library paraprofessionals need service models, continuing education, support, and resources to test, implement, and sustain new programming responsive and relevant to today's older adults

**Advancing Creative Aging Through State Library Leadership** proposes to give library workers in Wyoming and Florida the tools and training they need to implement and sustain both in-person and remote creative aging programming with professional teaching artists, reducing isolation – and the health risks it brings – in the older adult population.

This project builds on Lifetime Arts' pioneering model of delivering structured, research-based arts education specifically for older adults, expands upon it, and demonstrates national applicability and the benefits of state library leadership. Advancing Creative Aging will help transform older adult library services nationally to align with new scholarship on the benefits of social engagement and creative expression for healthy aging. The model employs nationally recognized best practices in arts education, promotes partnerships between public libraries and arts and community organizations, and positions libraries as community cornerstones for positive aging.

The partnership between Wyoming and Florida on this project developed to create a model with national applicability. Like Wyoming (the least populous) and Florida (the third most populous), all states have in common the rapid aging of their citizens and the need to expand and improve library services for this chronically underserved constituency.

Lifetime Arts has successfully implemented its model in over 250 libraries and hundreds of community, senior, and cultural organizations across 35 states. In the proposed project, 10 multi-day Creative Aging Training Institutes — four fully online and six in-person — will train 250 librarians and paraprofessionals. One hundred library outlets (30 in Wyoming and 70 in Florida) will each receive a \$2,500 program allocation and additional training and coaching to enable them to successfully implement multi-session creative aging workshops.

Led by professional teaching artists, each workshop series (minimum of eight sessions for in-person programs and six sessions for remote programs) will build art-making skills in literary, performing, and visual arts for older adults (55+ years old). The wider community will be invited to attend culminating events associated with each program.

To accomplish **Advancing Creative Aging Through State Library Leadership**, the Wyoming State Library is requesting \$646,000 in IMLS funding to complete the project. This will be matched with \$646,000 in cost share for a total project value of \$1,292,000.

## A. Statement of Broad Need

The Positive Aging movement is helping to shift ideas about growing older — promoting aging as a time ripe with opportunity for engagement and activity. Increasingly recognized as an important contributor to positive aging efforts, the field of Creative Aging focuses on the role of arts education in enhancing the quality of life for older adults.

One quality of life issue for older adults is social isolation. Defined as a lack of meaningful contacts with others, social isolation is a significant risk factor for poor health status and increased mortality. Older adults are especially at risk for social isolation because of the natural series of losses that accompany aging: retirement, loss of a spouse, children moving away, and for many, the onset of health problems. All of these factors have been compounded by the COVID-19 pandemic. All increase the need for a strong foundation of social relationships — something that Creative Aging programs intrinsically provide.

A landmark 2006 study by Dr. Gene Cohen, *The Creativity and Aging Study* ([www.arts.gov/sites/default/files/NEA-Creativity-and-Aging-Cohen-study.pdf](http://www.arts.gov/sites/default/files/NEA-Creativity-and-Aging-Cohen-study.pdf)), demonstrated that professionally conducted, sequential arts-learning programs foster mastery and promote social engagement — two key ingredients for positive aging. New bodies of research and external evaluations of Creative Aging programs have demonstrated the positive impact of community-based arts learning.

According to the 2020 Census, the United States is experiencing an “Age Wave.” The number of people 65 and older grew by a third during the prior decade; the age group 85+ is now the fastest growing segment of the U.S. population. The growing numbers of adults living through their 70s, 80s and 90s are healthier and more active than previous generations of “seniors.” Recent research on aging shows that these older adults must stay healthy and socially connected to thrive. Researchers have also discovered that the aging brain is far more pliable than previously believed, and that structured learning, especially through the arts, has multiple benefits.

Libraries nationally have an urgent need for continuing education and support to implement responsive programming for older adults. These needs were articulated by the leaders of 14 State Library Agencies in a 2017-2018 Survey of State Library Agency Leaders regarding the Status of and Needs for Lifelong Learning and Creative Aging Programs, conducted for Lifetime Arts. The same needs have been repeatedly identified by library personnel in the diverse libraries with which Lifetime Arts has partnered over the past decade.

**Advancing Creative Aging Through State Library Leadership** reflects a national phenomenon with implications for library services: increasing longevity. It also reflects new research that is redefining “age” and “aging.” Positive aging and creative aging are essential approaches for improving the quality of life for our growing populations of older adults, and they are touchstones for community institutions such as libraries that are dedicated to serving people across the lifespan.

Wyoming and Florida have in common the rapid aging of their populations and the need to strengthen public

libraries as centers for positive aging. Their participation in this project will demonstrate the value and adaptability of Creative Aging programs in a wide variety of libraries facing diverse community circumstances, as well as provide a model for how this programming can be implemented and sustained

### **Responsive Programming:**

Embracing older adults as learners and creators is a challenge across all sectors, and libraries are no exception. Systemic ageism, long-standing service structures, insufficient information about longevity and aging, no clear models for new programming, and lack of relevant professional education are barriers to change in all states, from rural parts of the nation to suburban regions and major cities. In the majority of libraries older adult services have been housed in outreach departments that address the needs of marginalized populations: at risk youth, the homeless, the incarcerated, and seniors. The majority default to the standard model for senior programming — passive entertainment and/or one-off programs or offerings that address only the problems of aging — such as Medicare access, tax support, or credit card fraud. Though important, these don't address the potential for creativity, learning, and social interaction to improve older adults' health.

For librarians to be effective providers of programs and services across the entire lifespan, and for libraries to be centers for positive aging, they must adapt and/or enhance current services for older adults. To do so they require access to professional development that helps them keep abreast of aging trends and new research on the health benefits of structured learning, social engagement, and creative expression in the older years. To successfully enhance "senior" programming they must offer activities that are relevant and responsive to the learning needs and interests of diverse older adults in their communities.

### **Library needs:**

1. **Professional development and training** to prepare librarians to meet the changing lifelong learning needs of active older adults: During 14 in-depth interviews with the leaders of State Library Agencies, the number one need cited was for professional development and training resources. There is currently no national training entity or content provider other than Lifetime Arts that specializes in arts-based active adult programming in public libraries. With the exception of a limited number of webinars on serving seniors or creating spaces for older adults (some of which are outdated) there is no up-to-date content available on the various training channels available through state library agencies. None offer courses that deal with learning across the lifespan or the physical, intellectual, and emotional benefits of programming geared towards participation and creation rather than passive entertainment. Librarians interested in or responsible for senior programs have no access to a curriculum that introduces them to recent scholarship on aging, adult learning, and the negative impacts of social and cultural isolation, or to new concepts such as positive aging and creative aging while also providing them with the practical skills necessary to translate these concepts and models into sustainable programs at the local level.
2. **An adaptable program model** that promotes older adult creativity, engages community partners, and strengthens the library as a center for positive aging: Adult services librarians, programming librarians and library staff who are assigned to develop and deliver programming for older adults need a replicable, sustainable programming model. To be effective in the context of today's Age Wave, that model must reflect new scholarship on aging and adult learning, particularly in regards to the benefits of structured learning, social engagement, and creative expression during the older years. It should be adaptable for a variety of settings including small rural libraries, libraries in medium-sized library systems, and large urban libraries. At present, the only model that meets these criteria is the Lifetime

Arts Creative Aging Programming Model.

3. **Expert technical assistance, support and resources** to help develop, implement and assess programs. Successful creative aging programs require new community partnerships. They are facilitated by professional teaching artists who work with local librarians to ensure that programming is responsive to the needs and interests of their older adult patrons. Few librarians have experience developing or managing multi-session arts learning programs. Most library staff members have little access to arts partners to facilitate programs and often no collaborative relationships with senior service or arts organizations that can help promote, recruit and host creative aging programs.
4. **Professional and peer support** to sustain meaningful programming for older adults. The project reflects partners' understanding of the need for peer support, enabling participating librarians to implement local programming while benefiting from ongoing dialogue with other programming librarians facing similar audiences and institutional challenges. The creation of state-based peer networks is a core strategy for building and sustaining a strengthened library workforce able to recognize and meet the changing needs of older adults.

### **Online/Remote Programming:**

Until this year, creative aging programs were generally delivered in-person. The current COVID pandemic has prompted increased attention to online or remote program access and its importance for already socially isolated older adults. Lifetime Arts has pioneered development of distance arts education programming that can reach adults who would otherwise be unable to participate in face-to-face activities. This includes phone-based and congregant setting models to meet the needs of those with limited or no computer access, bridging the digital divide. This unique remote or blended programming model, employing the same arts educators, and based on the same curriculum used for in-person programming, has proven a highly successful substitute for face-to-face programming in current creative aging initiatives. It offers another strategy for delivering programming in remote areas while maintaining the same levels of participation and social interaction that are essential for successful adult learning.

## **B. Project Design**

With the overarching goal of improving older adult services in public libraries, **Advancing Creative Aging Through State Library Leadership** has the following specific goals:

- Train 250 librarians and library staff (50 in Wyoming; 200 in Florida) to develop, implement, and sustain responsive arts education programs for older adults — both remotely and in-person; through multi-day experiential sessions conducted by Lifetime Arts expert trainers. All library systems in each state will be invited to send programming, outreach, and other staff to the trainings. Both degreed and non-degreed library workers will be encouraged to participate.
- Seed 100 creative aging programs in public library outlets (30 in Wyoming; 70 in Florida) to directly engage 1,500 older adults in professionally conducted, multi-session arts education programs. These sessions will culminate with community-wide events, reaching an additional 5,000 people of all ages.
- Provide expert technical assistance and ongoing coaching for library staff and their arts partners in the design and delivery of creative aging programs.
- Establish and support an online community -- building on existing networks -- for librarians and paraprofessionals for ongoing peer networking to support program implementation, sustainability, and professional change.
- Document and disseminate project information nationally and across sectors to demonstrate the

efficacy and benefits of creative aging programs in improving the lives of older adults and establishing public libraries as centers for positive and creative aging.

- Model successful cross-sector state agency collaborations on behalf of older adult constituents through project sharing and participation in federal and state convenings, forums and publications.
- Evaluate the impact of training and professional development on library practice, librarians' abilities to develop, implement, and sustain creative aging programs, and the impact of participation on the quality of life for older adults.

## Project Resources

### Time/Schedule:

The three project partners will begin planning upon announcement of the grant award so that activities may begin immediately when the grant period starts. Recruitment and promotion will begin in Year 1 of the grant, followed by the launch of the trainings. Applications and allocations of \$2,500 per program funding will also begin in Year 1, following the first round of training, with local creative aging workshops beginning 8 months into Year 1 and continuing through Years 2 and 3. Evaluation will begin at the same time as training and will continue through the remainder of the grant period. National dissemination of resources and project information will take place in Years 2 and 3.

### Personnel:

**Advancing Creative Aging Through State Library Leadership** will benefit from the direct, on-going and in-depth involvement of two State Library Directors, their top staff and the Creative Aging experts of Lifetime Arts. Both participating State Libraries, Wyoming and Florida, have been working with Lifetime Arts for several years in the development of the Lifetime Arts Creative Aging online course. This LB21 project leverages this existing partnership and accumulated expertise and takes it from theory to practice.

Wyoming State Library staff will include the Wyoming State Librarian as Grant Administrator, the Outreach Librarian as Project Director, and the Research & Statistics Librarian to coordinate project records with the business office. Florida Division of Library and Information Services staff will include the Director/State Librarian, Library Development Director, and Adult Programming Consultant, who will work together to coordinate, monitor, and promote the program in that state.

Lifetime Arts, founded in 2008 is a national arts service organization committed to building the capacity of community-based organizations and the institutions and systems that support them to develop, implement and sustain accessible, high quality arts education programs for older adults. As the creative aging content experts, Lifetime Arts staff will coordinate the direct service program with the participating library systems, provide technical assistance to participating libraries and arts partners, oversee evaluation and communications activities, and organize the work of the Project Team. They will design and deliver all professional development, training, and technical assistance both in person and online.

### Project Management:

The Project Team, composed of senior level administrators from the Wyoming State Library, Florida Division of Library and Information Services, and Lifetime Arts, will share information and resources, coordinate training promotion, recruitment and scheduling, dissemination, evaluation and documentation. Team members will meet routinely throughout the project to coordinate the various components, review progress toward goals, and respond to challenges.

## Target Community:

State Library leaders in Wyoming and Florida will ensure that project resources and activities serve a broad cross section of libraries and older adults in their states. Rural and small libraries, indigenous communities, and other diverse populations will be prioritized.

- **Public librarians and other library staff:** The Project Team recognizes that especially in rural and small libraries, programming staff are often paraprofessionals and volunteers. Lifetime Arts' training and technical assistance is designed to respond to local conditions and considerations. All library staff who are responsible for programming are encouraged to participate in training and technical assistance opportunities and are supported by access to all online resources. 250 librarians and other library workers will participate in the in-person or remote multi-day training opportunities. Staff at up to 100 participating library outlets will receive further technical assistance and coaching and will partner with teaching artists to develop and deliver creative aging programs.
- **Older adults:** At least 1,500 adults (55+) will participate in sequential workshop series hosted (either in person or remotely) by public libraries in Wyoming and Florida. Targeted older adults are otherwise diverse in economic, geographic, cultural, and racial background. An additional 5,000 community members will attend culminating events associated with each program.

## Project Deliverables

### Capacity Building: Professional Development/Training for Library Staff:

Through a rigorous, interdisciplinary curriculum, 250 librarians and library programmers will learn to advance creative aging in their communities, expand their connections to aging and arts professionals, and contribute to the development of libraries as key institutions for positive aging. Lifetime Arts will deliver 10 multi-day Creative Aging Training Institutes — four fully online and six in-person — beginning mid-year in Year I of the project. Each training will accommodate 25 librarians. In Florida, the 81 public library systems (with 562 service outlets) will link directly to the Division of Library and Information Services, which will be the primary dissemination network for recruiting and supporting local libraries. In Wyoming, the 23 county library systems (with 78 service outlets) will link directly to the State Library to coordinate training and implementation activities. Each library service outlet will be eligible to participate and to apply for the \$2,500 program allocations.

Training is designed and delivered by Lifetime Arts master teaching artists and creative aging experts. The Lifetime Arts Curriculum has evolved over thirteen years with continuous review, external evaluations, alignment with national trends in older adult services, library programming, arts education and aging services. Hundreds of librarians across many states in a wide variety of communities have contributed to the training content and have successfully developed, implemented and sustained Creative Aging programs based on this training curriculum. Topics include:

- Creative aging research
- Creative aging best practices
- Adult learning
- Aging services infrastructure
- Ageism and its impact on program design and delivery
- Developing community partnerships
- Adapting creative aging programming for remote delivery
- Synchronous and asynchronous programming and resources

- Planning and implementation strategies
- Determining community interests
- Identifying, hiring, and working with teaching artists
- Promotion and recruitment
- Evaluating creative aging programs
- Sustainability strategies

### **Creative Aging Pilot Programs for Older Adults:**

Libraries that have staff attending the training will be eligible to apply for a \$2,500 allocation to support either in-person or remote creative aging programs — allowing library staff to practice and further develop the skills gained in the training workshops. Allocations will support artists’ fees and other program expenses. A total of 100 programs, each serving between 10 and 20 older adults, will be funded (30 in Wyoming; 70 in Florida). Led by professional teaching artists, the workshop series (minimum of eight sessions for in-person programs and six sessions for remote programs) will build art-making skills in literary, performing, and visual arts for older adults (55–105 years old). Projects include workshop series that engage older adults in participatory, sequential, socially interactive art-making. Each workshop session is 90-120 minutes long and culminates with a sharing event for family, friends, and community.

Participating library outlets and their parent systems will promote the local creative aging programs throughout their communities via their websites, in publications, and other media; coordinate program documentation; facilitate and participate in appropriate evaluation and communications components. Participating librarians and paraprofessionals will use Lifetime Arts’ Creative Aging tools and templates to survey older adult library patrons to determine interests, accessibility, preferred program focus, and arts discipline; identify arts partner(s); plan projects in collaboration with arts partner(s); recruit for and promote the project and culminating event; oversee implementation of project; facilitate and participate in project evaluation and documentation. For remote programs, librarians will support synchronous workshop series with asynchronous library resources — keeping the connection between patrons and the physical library

### **Coaching/Technical Assistance:**

For each funded program, Lifetime Arts will provide up to six hours of customized coaching and technical assistance for that library outlet. Regularly scheduled professional development opportunities through a variety of methods including scheduled project-wide webinars, email and phone support. This support is geared towards the practical aspects of program implementation including, determining patron learning interests and access needs, identifying community partners (for promotion, hosting, recruitment), engaging a teaching artist, supporting the project and the teaching artist who designs the curriculum and delivers the program.

### **Digital Resources:**

As a supplement to the scheduled training institutes, and to provide trainees and grantees with customized project materials, resources, and networking opportunities, library staff will have personalized access to the Lifetime Arts Portal (<https://creativeagingportal.org/>) for delivery of training where they will find:

- Training descriptions and trainer bios
- Zoom session registration links
- Pre-training assignments

- Post-training slides and resources
- Evaluation link

In addition, all participants will have access to the pre-existing Creative Aging Resource website ([creativeagingresource.org/](https://creativeagingresource.org/)), a free digital collection of creative aging research, case studies, media articles, and organizational and expert profiles. Finally, post-grant period, participants will be able to access an online version of the training via Lifetime Arts' Creative Aging Foundations online course, also a pre-existing resource. Piloted in Wyoming during 2021, these unique resources will provide librarians with information that will help them deliver successful programming and write successful future grant applications. Over time, program examples from this project will be added to the Creative Aging Resource site. Artist rosters will provide access to qualified teaching artists and can be sorted by location, discipline, language, and key words.

### **Evaluation:**

Touchstone Center for Collaborative Inquiry, based in Minneapolis, MN will assess the impact of the project on several levels, including the impact of training and technical assistance on libraries' capacities to develop, implement, and sustain creative aging programs; the impact of the project on State Library priorities; and the impact of participation on older adults' quality of life.

Touchstone will employ tools such as pre/post surveys, feedback forms, focus groups, and interviews. Through the accumulated and extensive feedback, the Project Team will routinely examine impact to revise and improve content and delivery. The evaluators will meet regularly with the Project Team to assess the effectiveness of the work according to the articulated goals and evaluation results. Project leaders will meet to discuss findings, suggest improvements and share experiences. Through coaching sessions, Lifetime Arts provides technical assistance to library staff and artists. This process (and ongoing review) yields valuable information about program design and implementation, capacity and need. The evaluation will pay close attention to differences in the experience of urban, suburban and rural systems in each state, to study how this model can be further adapted and actualized in diverse settings nationwide.

### **National Dissemination:**

All partners will present project information at national, state, and regional conferences, via webinars and in person and at other convenings through their cross-sector network of Creative Aging stakeholders including libraries, state agencies for both arts and aging, funders, and the general public. Partners will work together to document and disseminate project information and program content to and through the library communities - 81 public library systems with 562 public library outlets and over 6,000 staff members in Florida and 23 county library systems with 78 public library outlets and nearly 600 staff in Wyoming. The Project Team will reach out to partners such as COSLA, ALA, multiple State Library Associations, National Assembly of State Arts Agencies and others to share information, and to advocate for expanded and improved programming for older adults.

## **C. Diversity Plan**

**Advancing Creative Aging Through State Library Leadership** will strengthen the library field's commitment to Diversity, Equity, and Inclusion (EDI) by ensuring that 50% of the seats in the training and 50% of the program allocations will be targeted to libraries that serve diverse and underserved communities. Wyoming and Florida will prioritize inclusion of indigenous communities. Rural and small libraries will be another priority. The Project Team will work closely with library directors to encourage participation by staff from underrepresented groups and to provide programming to locally underrepresented population groups.



Through the remote/online training component, this project will increase access and inclusion particularly for librarians in rural and “at a distance” communities – providing new tools and approaches to serving not only older adults, but all community members.

For the Creative Aging field, this project will demonstrate its embedded commitment to Equity, Diversity, and Inclusion (EDI). Lifetime Arts purposely recruits and trains artists from a broad range of disciplines, ethnic and cultural backgrounds, language abilities, geographic locations, and teaching experience. Where possible, local artists who share language and cultural backgrounds of the older adult students are engaged to facilitate programs and trainings. This ensures that these community-based arts programs are inclusive and responsive to the specific needs, interests, and cultures of the individual communities being served. Teaching artists who design and facilitate these workshop series are trained to adapt instruction to meet the individual needs of any participant who wishes to participate.

Creative Aging programs serve to combat ageism; provide equitable access to high quality, instructional arts programs; and elevate older adults as learners and creatives in their communities. Lifetime Arts team of master trainers and creative aging experts are diverse in race, color, national origin, age, gender, and languages spoken.

## D. Broad Impact

### National Impact

**Advancing Creative Aging Through State Library Leadership** will demonstrate a successful, replicable, and adaptable model for states with significant differences in demographic, economic, social, and cultural circumstances. Lessons learned, work products, and resources will be disseminated nationally. Successful implementation of this project creates a clear framework for success in responsive programming for older adults that all other states can follow.

### Impact on Library Workforce

Advancing Creative Aging advances IMLS Goal 2 of building capacity for libraries to improve the well-being of their communities. It supports mastery of new skills for librarians including in-person and remote program delivery, project management, and community partnership development. It will demonstrate how State Libraries can strengthen and improve library service for older adults through a systematic process of capacity building -- training, expert technical assistance, pilot programs, partnership development, documentation and evaluation. It will significantly increase the number of creative aging libraries in Wyoming and in Florida – and will establish a framework for supporting and sustaining this work as an integral component of public library service. Importantly, the project, conceptualized in the context of the COVID 19 pandemic, addresses the urgent need and critical opportunity to expand library services to homebound and otherwise isolated older adults by incorporating extensive training and resources for remote delivery of Creative Aging programming.

It will impact State Libraries across the country by demonstrating the efficacy and adaptability of the model in two states that share the challenges of a rapidly aging patron base, but have significant demographic, economic, social, and cultural differences. Focusing on two very disparate states — Wyoming the least populous and Florida the third-most populous — will ensure wide adaptability of this model for libraries facing varied community circumstances. Training resources, including examples of pilot programs, will be made available nationally through Lifetime Arts’ innovative online Creative Aging Foundation Course, the Creative Aging Resource and through presentation at convenings in the arts, aging, and library sectors.

## Impact on Older Adults

Over 1,500 older adults will participate in instructional arts workshop series, led by professional teaching artists. Another 5,000 people will benefit from attendance at the related culminating performances, readings and exhibits. Programming will allow for in-depth arts learning (mastery) guided by professional teaching artists. Programs are offered in all disciplines (visual, performing and literary arts) and provide sequential instruction over a sustained period. Participants build skills, explore new materials, and learn a variety of art-making techniques. They share their learning with each other, through facilitated, modeled conversation (social engagement). Teaching artists create a safe and risk-free environment where experimentation and engagement is encouraged. Importantly, creative aging library programs foster new relationships between older adults and the larger community. They succeed in breaking down the chronic isolation and passive existence of many older adults as they unlock expressive abilities. At each library, a culminating event – free and open to the public, celebrates the achievements of each participant and provides confirmation of the value of their work. Event attendees, most of whom themselves are older adults, find encouragement and inspiration in the celebration of their peers’ accomplishments. Librarians and artists work together to provide access to library resources and collections to support the instruction.

## Sustainability

**Advancing Creative Aging Through State Library Leadership** includes strategic support and resources to help participating libraries build financial and programmatic sustainability and to help ensure that creative aging programs become an accepted part of library practice nationally.

Two project components are particularly geared towards sustainability:

1. The trainings will provide a comprehensive program of professional development and technical assistance that trains librarians to work with teaching artists, identify and collaborate with local, regional, and statewide arts and aging partners and other sources of support and to promote and market arts programs.
2. Lifetime Arts’ digital resources including: *Creative Aging Resource*, Project Portals, Creative Aging Foundations Course free, online curated and continuously updated, will be made freely available.

The assets and expertise available to public libraries – reflected in this project proposal – are vastly increased; awareness and potential use of libraries as centers for creative and positive aging is greatly expanded beyond the library community; and the opportunities to influence public and private funding resources through communications and demonstrations is also vastly expanded. Cross-sector cooperation at the level implied in this proposal is a vehicle for ensuring that participating libraries and many others across the country will be able to build the skills and capacities required to develop and sustain new approaches to programming for and with older adults. Program documentation and broad scale, multi-sector dissemination will generate interest and support for library-based creative aging programming.

**Advancing Creative Aging Through State Library Leadership: Year 1**  
**September 1, 2021-August 31, 2022**

Task	September	October	November	December	January	February	March	April	May	June	July	August
Informational Webinar Registration & Promotion	Yellow							Yellow				
Informational Webinar		Yellow							Yellow			
Training Registration & Promotion		Cyan	Cyan	Cyan					Cyan	Cyan		
Librarian Training					Cyan	Cyan					Cyan	Cyan
Library Program Allocation Application Opens						Green						
Library Program Allocation Applications Due							Green					
Panel Review Allocation Applications							Green					
Award Announcements & Press Releases							Orange					
Trainee Introductory Webinar & Services Portal Registration							Red					
Trainee Introductory Webinars							Red					
Creative Aging Programming Year 1								Red	Red	Red	Red	Red
Evaluation Process & Ongoing Implementation					Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Peer Networking Events								Purple				Purple
National Dissemination												

KEY							
Pre Training Work	Training Work	Program Allocations	Communications & Marketing	Programs	Evaluations	Peer Networking	National Dissemination

**Advancing Creative Aging Through State Library Leadership: Year 2**

**September 1, 2022 - August 31, 2023**

Task	September	October	November	December	January	February	March	April	May	June	July	August
Informational Webinar Registration & Promotion						Pre Training Work						
Informational Webinar							Pre Training Work					
Training Registration & Promotion							Training Work	Training Work				
Librarian Training									Training Work	Training Work		
Library Program Allocation Application Opens	Program Allocations										Program Allocations	
Library Program Allocation Applications Due		Program Allocations										Program Allocations
Panel Review Allocation Applications		Program Allocations										Program Allocations
Award Announcements & Press Releases		Communications & Marketing										
Trainee Introductory Webinar & Services Portal Registration		Communications & Marketing										
Trainee Introductory Webinars		Communications & Marketing										
Creative Aging Programming Year 2	Programs		Programs	Programs	Programs	Programs	Programs	Programs	Programs	Programs	Programs	
Evaluation Process & Ongoing Implementation	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations
Peer Networking				Peer Networking				Peer Networking				Peer Networking
National Dissemination	National Dissemination	National Dissemination	National Dissemination	National Dissemination	National Dissemination	National Dissemination	National Dissemination	National Dissemination	National Dissemination	National Dissemination	National Dissemination	National Dissemination

KEY							
Pre Training Work	Training Work	Program Allocations	Communications & Marketing	Programs	Evaluations	Peer Networking	National Dissemination

**Advancing Creative Aging Through State Library Leadership: Year 3**  
**September 1, 2023 - August 31, 2024**

Task	September	October	November	December	January	February	March	April	May	June	July	August
Informational Webinar Registration & Promotion												
Informational Webinar												
Training Registration & Promotion												
Librarian Training												
Library Program Allocation Application Opens												
Library Program Allocation Applications Due												
Panel Review Allocation Applications												
Award Announcements & Press Releases	Orange											
Trainee Introductory Webinar & Services Portal Registration	Red											
Trainee Introductory Webinars	Red											
Creative Aging Programming Year 3		Red	Red	Red	Red	Red	Red	Red	Red	Red	Red	
Evaluation Process & Implementation	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
Peer Networking				Purple				Purple				
National Dissemination	Gold	Gold	Gold	Gold	Gold	Gold	Gold	Gold	Gold	Gold	Gold	Gold

KEY							
Pre Training Work	Training Work	Program Allocations	Communications & Marketing	Programs	Evaluations	Peer Networking	National Dissemination



## 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.

**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.

**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.

## **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.

**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.

**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.

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

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



**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).

## **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).

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

**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).

### **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).

**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.

## **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.

**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.

### **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.

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

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

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

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

## Access and Use

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

**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:

## 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.

**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?

**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.

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

**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?

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

**A.7** Identify where you will deposit the data:

Name of repository:

URL:

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