

Vermont Library Association
Norwich Public Library, Norwich
March 14, 2019

Voting Members Present: Cindy Weber, Amy Olsen, Margaret Woodruff (remotely), Kelly McCagg, Susan Smolinsky, Emily Crist (remotely), Nancy Mark, Almy Landauer, Caitlin Coorlis (remotely), Mary Danko (remotely), Marti Fiske (remotely), Steve Picazio, Lisa Milchman,

Non-voting Members Present: Jason Broughton (VT Lib), Howard Burrows, Grace Greene (VT Cnt Book), Toni Josey, Peter Langella, (VSLA), Wendy Martin (VT Cnt Book), Pat Schroeder (Castleton FLT), Jessamyn West (remotely)

The meeting was called to order by Cindy at 10:05.

MOTION: Amy Olsen made a motion seconded by Nancy Mark

TO APPROVE THE MINUTES OF THE MEETING HELD ON JANUARY 10, 2019

YES: 12

NO: 0

ABSTAIN: 0

MOTION: Amy Olsen made a motion seconded by Nancy Mark

TO APPROVE THE CONSENT AGENDA AS PREPARED BY KELLY McCAGG

YES: 12

NO: 0

ABSTAIN: 0

OFFICER'S REPORTS

President: Cindy reported the following:

- **VLA Strategic Plan:** I have been working extensively on the Strategic Plan, coalescing the data we have accumulated into achievable goals and actions. I hope to have a copy for the board at the next meeting to allow for some discussion.

- **VLA Bank Accounts:** Amy Olsen, Susan Smolinsky and I went to Peoples Bank and added their signatures on the accounts. We kept Margaret Woodruff's signature on file for the meantime. Susan will be following up with the QuickStart accountant to get up to speed on the financial documentation.

- **Bond Insurance:** We renewed our Fidelity bond with State Farm to cover Susan, Amy and myself.
- **Vermont State Librarian Position:** As VLA President, I wrote a letter to the Secretary of Administration, Susanne Young, about the need for someone who understands Vermont libraries in the role of State Librarian, and the hope that there would be an open and transparent job candidate search process. I spoke with her on the phone, and she is confident in the Interim State Librarian's abilities. She wants to create stability, so it looks like she will recommend the Interim as State Librarian. When pressed, she stated that if someone had a real desire for the position, she would accept letters of interest. She stated that the State is aware of the importance of libraries. She did not feel that my observation of librarians feeling abandoned by the Department of Libraries was correct. She says that we must be patient with the changes in the department due to budget cuts.

Vice President: Amy has no report at this time.

Past-President: Margaret has no report at this time.

Treasurer: Susan has no report at this time.

Secretary: Kelly sent a letter to the Kellogg-Hubbard Library on behalf of the VLA Board stating our displeasure with their current Executive Director job description. We strongly urged them to include a requirement for extensive library knowledge. There has been no response.

SECTION & COMMITTEE REPORTS

College & Special Libraries Section: Emily has no report at this time.

Public Libraries Section: Almy has no report at this time.

Technical Services Section: This section is currently inactive.

Friends & Trustees Section: Nancy has no report at this time.

Youth Librarians Section: Caitlin has no report at this time.

Awards Committee: Lisa reported that there has been little interest thus far in awards nominations and no actual nominations. In part, this is because she has not put out the reminders. By the time of this meeting they will have gone out. However, usually there has been more interest by this point. Lisa also feels that with the VLC slightly later this year the deadline can be extended. The "official" deadline is March 15.

Last year there was some confusion, with the the change-over of VTLIB personnel, as to who manages what piece of awards at the Conference. Lisa will contact Joy to make sure that the educational achievements are a piece that VTLIB is handling, and that Awards continues to manage retirement acknowledgements. There was also some confusion around the biennial Birdie Award (to be awarded this year). Lisa will confirm with Stacey Knight (at St. Mike's) and/or with Denise Post that they should be the award granters.

Department of Libraries: Jason reported that VTLib is supporting the effort of David Rosane and The Zookeepers. They will be offering workshops on promotion, etc. He is currently in talks with Google concerning the Grow with Google initiative. Google will contact two libraries directly, host several programs including train the trainer and community focused events. VTLib is not working with them; google is running the show in all states. VTLib has been invited to participate in two grants: Accelerating Promises Practices for Small Libraries Mentor Organizations in the New England area and Community Health and Wellness: Small and Rural Library Practices, Perspectives, and Programs. VTLib is currently looking at the fiscal requirements of fully funding the book awards. Jason is also looking into raising money via fundraising for VTLib. (see attachments)

Government Relations Committee: There is no report at this time.

Inclusion Committee: Jessica has no report at this time.

Intellectual Freedom Committee: Welcome Mary Danko as our new chair!

Membership & Outreach Committee: This will be discussed at the meeting.

Personnel Committee: Sarah has no report at this time.

Scholarship Committee: This section is in need of a new chair.

Conference Committee: This will be presented at the meeting by Toni Josey.

American Library Association Councilor: Marti has no report at this time.

New England Library Association Representative: Steve has no report at this time.

NEW BUSINESS

Welcome Mary—Mary Danko reported that she is interested in lowering the age at which librarians must report a teenage patron's circulation history to his/her parents. Grace and Jessamyn said they were interested in helping with this initiative.

Discussion with Vermont Center of the Book (see attachments): Wendy Martin and

Grace Greene reported that the VELI grant has trained over 70 libraries. They want to continue VELI training with civics. Grace and Wendy met with VSLA and they agreed to partner with the VT Center for the Book. Our name could be used to apply for certain grants that they are not eligible for. They are non-profit 501c3 organization. Currently they are looking for a permanent organizational home.

MOTION: Kelly McCagg made a motion seconded by Amy Olsen

TO PARTNER WITH THE VERMONT CENTER OF THE BOOK IN THEIR NEXT VELI GRANT PROPOSAL

YES: 12

NO: 0

ABSTAIN: 0

Jason arrived at 9:33 am.

Discussion of State and National Library Legislative Days: Peter Langella of VSLA reported that he is interested in coordinating state and national advocacy efforts. A state library legislative day would require a small board to plan a cohesive advocacy event for February 2020. We would narrow our focus on one public library and one school library point of interest.

MOTION: Almy Landauer made a motion seconded by Nancy Mark

TO WORK WITH VSLA TO CREATE A STATE ADVOCACY DAY

YES: 12

NO: 0

ABSTAIN: 0

For the national level, Peter suggested a “*What do VT libraries mean to you?*” appeal. Teens would be asked to submit videos, pictures, or other written formats. We would select regional finalists, with one winner traveling to DC in the spring of 2020 to advocate for libraries. Politicians like hearing from the youth. Funding would be needed from each organization--approximately \$750 per organization. There is no legislative day planned this year because ALA will be in DC.

MOTION: Nancy Mark made a motion seconded by Almy Landauer

TO WORK WITH VSLA TO CREATE A NATIONAL ADVOCACY DAY, INCLUDING FUNDING TRANSPORTATION COSTS TO WASHINGTON, DC

YES: 12

NO: 0

ABSTAIN: 0

Membership Software Report Update: Amy McMullen is our new membership chair. Jessamyn reported that they are in the process of integrating information into the new software. Once this is complete it will be much more interactive for members. Wild Apricot thus far is providing great customer support.

Conference Committee Update: Margaret reported that Toni Josey and Hannah Peacock came on board to help out with conference planning. The theme is cultivate resilience and it will be located at the UVM Davis Center on May 22nd. Anne Galloway from VT Digger will be our keynote speaker. The Trustee conference will be happening the day before with some loose connections. We will need a certificate of insurance to provide UVM (costs \$100). Currently working on getting exhibitors. Toni needs access to Eventbrite and paypal; 5 sessions long; Corey Stevenson (Moretown) interested in taking on conference chair for next year; carpooling website; Alma asked if there was interest in opening up houses to those visiting from further away; Nancy reported that 5/21 conference is going well; shared keynote; room block will be at Doubletree on 5/21; VTLib looking at offering a mini session later in the year

Passport to VT Libraries, Amy Olsen: Jessamyn reported that Virgil, Joy and she met to revive this program. They do need someone to serve as lead as Jessamyn cannot. Joy has some ideas for a possible team leader. The program will run June 1—September 1. All libraries are opted in. A possible tie-in with the Department of Tourism should be investigated as it will help get more pr. This is a collaboration between VTLib and VLA.

Merging of Awards and Scholarships: Lisa Milchman voiced her concern that these committees are not listed in bylaws. Cindy will have them added once the new organizational chart is voted upon at the annual conference.

Discuss proposed Strategic Plan: Cindy reported that the executive board will be voting on this prior to the conference where it will be presented. The Town Officers Education Conference has requested VLA be present at the April event. This is the first time in approximately 10 years that libraries will have their own track. Comments regarding the proposed strategic plan must be sent to Cindy by April 1st. This will be a five year plan.

Adjourned at 12:05 pm.

Next Meeting: May 9 at Champlain College

Respectfully submitted,

Kelly L. McCagg
VLA Secretary

Vermont Center for the Book

2018



An Overview

Transforming reading with children into multidimensional and powerful learning experiences.

—Mission Statement, Vermont Center for the Book

Who we are

For over 25 years the Vermont Center for the Book has worked to improve school readiness for all children through a concentrated focus on literacy, mathematics, social studies and science in the preschool years. VCB is an affiliate of the Center for the Book in the Library of Congress. Prior to 1994, VCB was the Vermont Reading Project, a program of the Vermont Library Association.

What we do

Through our Mother Goose Programs™ we provide training, books and materials to the adults who care for and teach our young children: educators, librarians and parents. Our desired outcome is to improve school readiness indicators for Vermont children, thereby positively impacting their school and lifelong success.

We know that young children are naturally curious. We also know that children—just like adults—learn by doing. In VCB programs, librarians, educators and parents learn how to:

- Engage children in hands-on literacy, math, science and social studies standards-based activities
- Use picture books for all kinds of learning
- Ask open-ended questions
- Encourage ongoing explorations, curiosity and conversation

Since 2010 we have provided over 40,000 picture books and activity and curriculum guides to 5,000 adults who cared for and taught over 100,000 children from birth through grade four. Over the past five years, VCB has trained almost 5,000 adults, impacting over 100,000 children's learning lives. Funding was provided by the State of Vermont, the A.D. Henderson Foundation, the Agnes Varis Trust, the Turrell Fund, the Vermont Department of Libraries, the Windham Foundation and private contributions. VCB provides college credit through Castleton University wherever possible.

As you know, early learning is the key to a child's success in school and in life. This is especially true in the first five years of a child's life, when a majority of Vermont children are cared for by early education and care providers. VCB's programs improve early learning opportunities for thousands of young children each year.

Mother Goose Programs™
Learning Opportunities from
the Vermont Center for the Book



For Early Childhood Educators

Mother Goose Cares About the Early Years

Mother Goose Cares About Math and Science

Mother Goose Cares About Social Studies

Mother Goose Cares About STEM in the Early Years

Early Childhood Institute at Castleton University (Summer 2017 - Present)

Simply Science / Mostly Math

More Than Money: Economics and Young Children

More Than Feelings: Social-Emotional Development and Young Children

For K-4 Educators

Red Clover Award Program: Vermont's Children's Choice Picture Book Award

Beyond Difference

K-3 Literacy Cards

For Librarians

What's the BIG Idea?™ Making Math and Science Come Alive for Children and Families in Your Library (funded by the National Science Foundation)

Vermont's Early Literacy Initiative (with the VT Department of Libraries)

More Than Feelings: Social-Emotional Development and Young Children

Reading Pictures: Visual Literacy and Young Children (with the VT Department of Libraries)

VELI-STEM (with the VT Department of Libraries and the Montshire Museum of Science)

Published by Gryphon House

Social Studies & Me! Using Children's Books to Learn About Our World

Math & Science Investigations: Helping Young Learners Make Big Discoveries

How Many Ways Can You Make Five? Exploring Math With Children's Books

Where Does My Shadow Sleep? Exploring Science With Children's Books

The Vermont for the Book (VCB) would like to expand its reach to as many children, families, librarians and educators as possible across the state. To that end, we'd like to partner with VLA and other organizations that help support early education. This would mean that when we submit grant proposals to foundations or other funders, we would say that we were working/partnering with you (because we would be, if you agree).

We have drafted a brief proposal focusing on young children and Social Studies so over the coming weeks and months we'll be writing and submitting a proposal to funders. And more often than not, we find that funding agencies like to see organizations with a common mission working together where it makes sense because it maximizes their reach as well.

Social Studies and Me

Statement of National Need: Voter turnout in the 2016 presidential election hit a 20-year low, in that just over half of eligible voters cast their ballots. According to the Annenberg Public Policy Center, Americans' knowledge of the three branches of government is declining. Only 25% of Americans survey can name all three. A 2017 study released by the Pew Research Center states that "Public trust in the government remains near historic lows. Only 18% of Americans today say they can trust the government in Washington to do what is right "just about always" (3%) or "most of the time" (15%). *American Educator* says that children should be prepared "with the tools to become engaged and effective citizens," adding that "without an understanding of the structure of government, our rights and responsibilities, and the different methods of public engagement, civic literacy and voter apathy will continue to plague American democracy."

It is never too early to encourage active citizenship in children. Children first learn about Social Studies topics—society, civic behavior and culture—through their personal experiences as a member of a family, a school class and the community in which they live. The National Council for Social Studies (NCSS) says that children need learning experiences that will enable them to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Yet informal Social Studies learning opportunities are rare: an online search turned up virtually no informal programs for children ages 3-8 (PreK-Grade 2). This means that especially in a sparsely populated state such as Vermont, young children and their families have limited (if any) Social Studies learning opportunities. Vermont does offer opportunities for civic engagement at the local level: most towns hold an annual Town Meeting where voters are encouraged to attend, ask questions and participate. However, attendance has dropped in recent years, and some cite the reason as a lack of civics education. Fortunately, most Vermont communities—and communities across the nation—do have public libraries uniquely positioned to encourage civic engagement by providing children age 3-8 and their families with opportunities to explore a wide range of Social Studies themes. And most school curricula include social-emotional development and Social Studies topics.

Young children are naturally compelled to investigate the world around them. They are learning to understand who they are, who their family members are and what it means to have friends. They are curious about their communities, who lives and works there, how products are made, what things cost, and the difference between wants and needs. They wonder about their environment and the greater world. *Social Studies and Me* will test a compelling model literature-based model for providing sustained and ongoing Social Studies learning for young children in small and rural communities, the resources and lessons from which could be replicated in communities across the U.S. while providing an inviting and engaging entry point to civic engagement and lifelong learning.

Following the VELI-STEM model, the proposal would include building web resources accessible to all librarians.





Vermont Early Literacy Initiative -- Science, Technology, Engineering & Mathematics (VELI-STEM) Project

Year Three Final Project Evaluation Report
November 28, 2018

YEAR THREE FINAL PROJECT EVALUATION: EXECUTIVE SUMMARY

Like its Year One and Year Two predecessors, the final Year Three evaluation of the VELI-STEM project relied heavily on the data and anecdotal feedback provided by the librarians and project leadership team members who made this project such a resounding success; so, every effort has been made to let their voice prevail – this is their story to tell. They are the ones who ensured that the project achieved its goals of:

1. Delivering trainings and resources to librarians to support their provision of STEM learning experiences to children and families;
2. Recognizing and utilizing opportunities to infuse STEM throughout library practices;
3. Transferring STEM knowledge and skills to community child care providers/early educators to enable them to introduce STEM learning experiences to the young children they serve; and
4. On-going development of an online STEM Clearinghouse of Resources.

High-lights of the total quantitative, as well as the *qualitative*, impact of the project over three years include:

- **33 librarians trained**, with annual involvement of 24-26 librarians each of the project's three years –
 - *Librarian average self-reported STEM knowledge & skill levels rose from 3.6 before the first training to 4.8 after receipt of training on a 5-point scale*

VELI-STEM Grant Award

In 2015, the federal [Institute of Museum and Library Services \(IMLS\)](#) awarded the [Vermont Department of Libraries](#) a three-year [National Leadership Grant for Libraries](#) totaling \$339,861 to partner with the [Vermont Center for the Book](#) and [Montshire Museum of Science](#) to expand the [Vermont Early Literacy Initiative \(VELI\)](#) in 25 public libraries by training librarians to provide STEM programming on science inquiry and physical science for 3-7-year-old children, parents, and child care providers. IMLS funding ran from November 1, 2015 through October 31, 2018.

"The [trainings] ... result in us internalizing everything we learn and they instill confidence."

VELI-STEM Librarian

- **Delivery of over 1,900 STEM programs –**
 - 80 percent of 3 to 7-year-olds reported by their family members as being very engaged in STEM programming
- **Total STEM program participation levels of over 30,000¹ including 3-7-year-olds, other-aged children, family members and other caregivers, child care providers/early educators, and community members –**
 - Over 75 percent of family members/caregivers felt "very much" more able to encourage their children's interest in STEM
- **Over 170 early STEM literacy trainings for child care providers/early educators, who – in turn – made or will be making STEM learning opportunities available to over 1,700 young children –**
 - Almost 90 percent of child care providers/early educators reported that the STEM training they received from librarians "very much" helped them develop a better understanding of what STEM means to children ages 3-7 years old
- **Community outreach and engagement with STEM resource people exceeding 2,000² –**
 - In the words of a VELI-STEM community partner, "[The local library] absolutely increased STEM infusion throughout children's programming"
- **Weekly traffic for the VELI-STEM Weebly Site's online STEM resources climbed from an average of 30 unique visitors per week in Year One to over 150 unique visitors each week in Year Three –**
 - Spikes in traffic analytics occurred after presentations on the project, including on the STEM Clearinghouse of Resources, at state and national conferences.

"Families have come to expect STEM opportunities ... they are part of the fabric of our programming, our collection, and our interactions with children, parents, teachers & caregivers."

VELI-STEM Librarian

"Several librarians at the final VELI-STEM workshop in October 2018 said they planned to continue to work with child care providers in their towns, now that the connections had been made."

VELI-STEM Leadership Team On-site Observation

"Both of my granddaughters loved the activity and it seemed that they felt very empowered that 'girls could do science too'."

Family Member Feedback on Children's STEM Programming

STEM learning experiences positions libraries to be strategic partners in the creation of life-long learners who are capable of contributing to the requisite intellectual capital for a thriving 21st Century global economy.

In this digital age where the role of libraries is continually transforming, projects like VELI-STEM are a highly effective means of leveraging and elevating the role of the library.

Equipping librarians to offer early

¹Some individuals may have participated in more than one STEM program; so, participation statistics speak to the scope of interest and engagement in STEM programming but may not represent unique counts of individuals.

² Some individuals may have been engaged more than one year; so, participation statistics speak to the scope of community engagement in STEM programming but may not represent unique counts of individuals.

rockin' vermont for literacy, community and free speech

ACROSS THE ZOO-UNIVERSE:

A 2019 Library Benefit Tour
with David Rosane & The Zookeepers
davidandthezoo.com



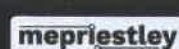
06.21 burlington
06.22 cabot
06.28 enosburg
07.06 rochester
07.12 peacham
07.17 bradford

07.20 derby line
07.24 barre
07.26 middletown
springs
07.27 weston
08.02 groton

08.16 marshfield
08.17 hardwick
08.23 chelsea
08.24 east fairfield
08.31 bellows falls



STAGE 33 LIVE

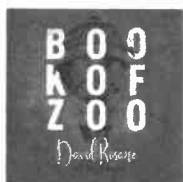


The Sky's the Limit! A Zookeeper Manifesto

"There is a synergy when these folks get on stage that is greater than the sum of their witty, compassionate and rebellious selves." –Susan Smolinsky, Peacham Librarian, VT

1. David Rosane & the Zookeepers are a **volunteer** folk rock band playing for causes...
2. Their critically acclaimed "Book of ZOO", winner of the 2019 Tammie award for best Vermont rock album, was the subject of a grassroots **library benefit tour** in the summer of 2018.
3. They played for 14 libraries, raising 5k for **literacy & community-oriented** programs, while attracting statewide attention on VPR, WCAX-TV, WDEV, in Seven Days, the Free Press, Times Argus and more.
4. The Trio will be touring again in the **Summer of 2019**, with the support of the Vermont Department of Libraries, Nutty Steph's, Cabot Creamery, Artesano Ice Cream, MEPriestley LLC, MCAKelton Hall, City Market Coop, High Mowing Organic Seeds, Midstate Hyundai of Vermont, Front Porch Forum...
5. This year's Library Tour will include 16 shows with a fundraising goal of \$10,000. All donations at the door of each show go to the partnering library.
6. The band wants to shine a light on our libraries' crucial role in **defending democracy and free speech**. How they provide unique access to **knowledge** and the **common good**, computers and high-speed internet and other basic services, including for the blind and physically handicapped. And how they now serve as community centers for our towns.
7. The Band's long-term objective: create a lasting tradition of summer events, known as "Bookstock" festivals, to continue raising awareness and funds for our 184 libraries (the highest number per capita in the country!) through the power of music and the written word.
8. This year's space-oriented reading theme is "A Universe of Stories," so we called our 2019 summer tour, **ACROSS THE ZOO-NIVERSE: A 2019 VT Library Benefit Tour with the Zookeepers**. Rockin' Vermont for literacy, community and free of speech.
9. All donations may be made out to "Zookeepers Library Benefit Tour" or "ZOO LBT" and sent to Jennifer Grossi, 30 Summer Street, 05033, Vermont. Or by PayPal : www.paypal.me/ZooLibraryTour
10. Thank you!

- David Rosane, Jennifer Grossi, Don Sinclair aka David Rosane & The Zookeepers



BOOK of ZOO – 2019 Tammie Awards Best Vermont Rock Album

Available for download at davidandthezoo.bandcamp.com

For real life CD's shoot us an email at davidrosane@gmail.com

Visit us online at DavidandtheZoo.com or call (802) 274-3223

facebook.com/davidrosaneandthezookeepers

"The Zookeepers do more than entertain us, they engage us. They are Music as Information."
–Jason Broughton, Vermont's state librarian

Libraries Lead with Digital Skills

Overview

The American Library Association is pleased to share *Libraries Lead with Digital Skills*—a new initiative, sponsored by Google, to ensure that public libraries across the nation receive ongoing access to free tools and resources to help everyone across America grow their skills, careers, and businesses.

The initiative is launched in collaboration with Grow with Google, which has made a commitment (<https://www.blog.google/outreach-initiatives/grow-with-google/grow-google-coming-library-near-you/>) to delivering in-person workshops for job seekers, small businesses, and library staff in all 50 states. The tour consists of free, one-day events hosted in local libraries, with the goal of helping people learn valuable digital skills like how to use the internet to help their small business grow, or how to use online tools to organize a job search. Learn more about the tour and upcoming events on the Grow with Google Events page (<https://grow.google/events/>).

Application Instructions

As the Grow with Google tour visits each state, PLA will make micro-funding available to libraries throughout that state so that they can provide programming, outreach, and education in their own libraries, to address the digital skills gaps of job seekers and small businesses.

To prepare to apply, you can:

1. Read *How to Receive a \$1,000 Libraries Lead with Digital Skills Grant* (</pla/initiatives/google/howto>) before you submit an application to become familiar with the requirements of the program.
2. Preview the application (/pla/sites/ala.org.pla/files/content/initiatives/librarieslead/Libraries-Lead-with-Digital-Skills_All-States-application.pdf) (PDF, 13 pgs.) to prepare the information before you submit it in the form below.

Instructions

When your state applications open, we encourage you to apply and look forward to reading your proposal!

Currently scheduled applications include:

- Pennsylvania (Jan. 28–Feb. 25)
- Connecticut (<https://www.surveymonkey.com/r/librariesleadwithdigitalskills>) (Feb. 11–Mar. 11)
- Maryland (<https://www.surveymonkey.com/r/librariesleadwithdigitalskills>) (Feb. 25–Mar. 25)
- Virginia (Mar. 4–Apr. 1)
- Ohio (Mar. 18–Apr. 15)
- New Mexico (Mar. 18–Apr. 15)

Do not apply until the application for your state has opened.

All state application deadlines will be updated at <https://docs.google.com/spreadsheets/d/1EreQc-lhFllqz1vDEQLEz8TD4ssp1qDbko4i8s4E0UM/edit#gid=0> (<https://docs.google.com/spreadsheets/d/1EreQc-lhFllqz1vDEQLEz8TD4ssp1qDbko4i8s4E0UM/edit#gid=0>) as dates become available.



Context: Institute of Museum and Library Services (IMLS) has announced a new special initiative of the National Leadership Grants for Libraries program, **Accelerating Promising Practices for Small Libraries** (APP). This initiative is designed to strengthen the ability of small and rural libraries and archives to serve their communities in three categories: Transforming School Library Practice, Digital Inclusion, and Community Memory. Grantees in this initiative will participate in cohorts based on their project category and each cohort will be led by a mentor organization with deep subject knowledge and the ability to translate and contextualize that knowledge to practitioners. Please see the Notice of Funding Opportunity for more information on the APP program and the three program categories: <https://www.ims.gov/sites/default/files/fy19-ols-app-nofo.pdf>.

The Need: IMLS seeks to identify and support three third-party partners (mentor organizations) through cooperative agreements to lead and coach the cohorts. As the cooperator, the mentor organizations will have a set of responsibilities for the overall coordination of the project activities, though they may work with a partner to provide the necessary capacity, support, and services. Mentor organizations will facilitate communication and networking between grantees, provide expert guidance, and build grantee capacity in relevant areas such as project management and evaluation. Mentor organizations will leverage their institutional capacity, subject matter expertise, understanding of varying practice needs, and professional networks to facilitate both cohort learning and support individual grantees in meeting the goals of their projects. These activities will include creating and disseminating specific tools/products/resources that can be shared across the cohort as well as support each grantee's project. In addition, mentor organizations will be expected to collaborate with a third-party evaluator (identified by IMLS) and facilitate ongoing documentation and dissemination of promising practices, pit falls, and approaches used to foster cohort collaboration and sustainably share resources.

Deliverables: Each APP Mentor will work with a cohort of 8-10 grantees selected by IMLS. In your 2-page preliminary proposal, please describe your approach to mentorship and how you would work with the cohort and individual grantees. Specific activities and deliverables will include:

- 1.) Working with IMLS to organize three, multi-day, cohort convenings during the award period: one to kickoff the project period, one at the midpoint, and one to wrap up. Your proposal should include all costs associated with the meetings and grantee travel costs.
- 2.) Providing training and technical assistance to the grantees through virtual and asynchronous activities; such as, in-person meetings, webinars, one-on-one consultations, and other types of training mediums.
- 3.) Facilitating the creation of a robust community of practice among the grantees.
- 4.) Disseminating findings from the cohort in a variety of contexts, including conference presentations, case studies, blog posts, articles, webinars, etc. These should include the voices and perspectives of cohort members.
- 5.) Working with a third-party evaluator, selected by IMLS, to help grantees conduct appropriate evaluative activities within individual projects of the cohort.
- 6.) Working with a third-party evaluator, selected by IMLS, to provide a meta-evaluation of the APP program across cohorts, to articulate the impact of IMLS investment, particularly as it relates to the structure of this pilot special initiative.

University of Oklahoma, University of North Carolina-Greensboro, Wayne State University
Community Health and Wellness: Small and Rural Library Practices, Perspectives, and Programs

The University of Oklahoma (lead institution; Drs. Ellen Rubenstein and Susan K. Burke), University of North Carolina-Greensboro (Dr. Noah Lenstra), and Wayne State University (Dr. Christine D'Arpa) are applying for a *Research in Service to Practice* grant in the *Community Catalysts* category that will consist of an in-depth analysis of how small and rural public libraries support community health and wellness through public programs. This research will be used to develop and disseminate a model that will inform libraries about successful strategies and common obstacles associated with developing new health and wellness programs, as well as how to assess and build on existing programs. The project runs from July 1, 2019 to June 30, 2022.

We request \$498,860 to study small and rural libraries in Michigan, North Carolina, Oklahoma, and Vermont to answer the overarching research question "How do small and rural public libraries address health and wellness through public programs?" This study will gather data from librarians, their patrons, and outside partners with whom libraries develop and implement these programs. The research aims to understand current practices and to disseminate that information to assist other libraries become even more robust catalysts of community health.

Statement of National Need. Rural areas tend to rate the worst in national health rankings (Rural Health Information Hub, 2017) because rural residents are less likely to have easy access to health professionals. A 2017 ALA report stated that 77.2% of rural counties in the U.S. are "health professional shortage areas" (p. 9), and rural hospital closings have been "accelerating since 2010" (Health Resources & Services Administration, 2017). Public libraries do not typically provide health care (with some exceptions, a topic beyond the scope of this study), but they do commonly act as "Partners for Health" (Whiteman et al., 2018) by assisting patrons in finding health information (Rubenstein, 2018). Research and program development by groups like WebJunction and the National Network of Libraries of Medicine have focused on how public libraries support health through reference, digital literacy support, and collection development, whereas other work on health in public libraries has focused on engagement with the formal healthcare sector (e.g., insurance, hospitals, and clinicians). The principal innovation in this study is a shift in perspective from consumer health information reference transactions to public programming on health and wellness.

Community Health and Wellness builds on existing work by focusing specifically on public programs in small and rural public libraries. As programming in public libraries increases while circulation and reference transactions decline (ALA, 2018), this shift necessitates a re-thinking of how public libraries support health literacy (Luo, 2018). Public libraries are developing innovative programs to support health and wellness, such as cooking/nutrition, gardening, exercise, and health fairs, but as the ongoing IMLS-funded project National Impact of National Library Public Programs shows, processes of program development and assessment continue to lack substantive analysis and documentation, in particular, in the areas of health and wellness, which are not covered by the Public Library Association's *Project Outcome*. This project fills this need by analyzing health and wellness programming in the vulnerable communities served by small and rural public libraries, and, as such, fits well within the *IMLS Research in Service to Practice* and the *Community Catalyst* categories.

Project Design: To answer this study's overarching research question - "How do small and rural public libraries address health and wellness through public programs?" - this project will identify the following:

1. What programs and services do small and rural public libraries provide that they see as related to health and wellness, and how are these programs and services developed and implemented?
2. What factors contribute to or deter from libraries offering health and wellness programs and services?
3. How do public library patrons engage in these programs and services?
4. How do public libraries evaluate the success and impact of their health and wellness programs?

The project consists of case studies of library systems and individual libraries in four rural areas in the following states: Michigan (MI), North Carolina (NC), Oklahoma (OK), and Vermont (VT). The choices made for site selection were made strategically to recruit a diverse cross-section of American communities. According to the United Health Foundation (2017) one state has, overall, a high health rating (VT-3rd), two are in the middle (MI-35th/NC-33rd), and one is towards the bottom (OK-43rd).

Goal 1: Ensure the Sustainability of the Vermont Library Association.

The sustainability of our association requires clear guidelines for board member responsibilities and expectations, recruitment of new individuals with fresh ideas and a penchant for commitment, and efficient procedures for management of membership and finances.

Action 1: Create a new Vermont Library Association Organizational Chart.

Action 2: Revise bylaws to reflect new organizational chart.

Action 3: Update the job descriptions, roles, responsibilities, expectations, and yearly project timelines for each board member. Provide this documentation on the web.

Action 4: Develop board orientation materials, including a binder for each board member that contains relevant documentation for their specific board position.

Action 5: Develop a system for board member recruitment that would formalize the process and allow for more diversity on the board.

Action 6: Develop a plan to attract and retain more members to the association.

Action 7: Research and implement membership software.

Action 8: Restructure membership fees.

Action 9: Update financial software.

Action 10: Create a financial auditing schedule.

Goal 2: Improve Old Relationships and Explore New Relationships Throughout the State For the Purpose of Pursuing Common Interests and Goals.

Many library advocates believe that for positive change to happen within the state, collaboration between like-minded entities needs to take place. Before collaboration can be successful, trust must be developed. VLA will work on strengthening the relationships that have been previously established and reach out to other entities to find common interests and explore opportunities to collaborate. The focus of this goal is relationship building. *Communication, advocacy, access, and professional development will be addressed in subsequent goals of this plan.*

Action 1: Support each VLA board member role established on the new organizational chart and provide the opportunities to explore collaboration within the VLA leadership.

Action 2: Recruit liaisons from other organizations, i.e. the Vermont School Libraries Association, Vermont College and Academic Libraries, the Green Mountain Library

Consortia, the Vermont Public Library Foundation, and the Vermont Board of Libraries, attend their meetings, and encourage discussions for future collaboration.

Action 3: Explore possibility of joint conferences with other entities.

Action 4: Reestablish quarterly meet-and-greets for VLA members throughout the state.

Action 5: Hold VLA bi-monthly meetings at non-VLA board member libraries and include the host library's staff for a round of discussion.

Action 6: Explore relationship building with local and state government representatives.

Goal 3: Promote the Library Message and Advocate for Libraries, Librarians, and the Vermont Library Association

Clarifying and promoting the "library message" is essential for the sustainability of libraries, librarians, and VLA. Each individual message, depending upon its purpose, should be directed towards its intended audience: government officials, VLA members, library patrons, and/or other interested parties. This goal focuses on the development of targeted messages and the means of communicating them.

Action 1: Define the benefits of being a VLA member and decide on how to promote the resulting message, i.e. new member letter, brochure, website, listserv, etc.

Action 2: Develop an active Government Relations and Advocacy Committee and define its priorities. (This committee will be created with the new organizational chart.)

Action 3: Plan to participate in state and national library legislative activities.

Action 4: Evaluate the effectiveness of VLA's current messaging vehicles (website, Facebook, twitter, newsletter, listserv, new membership software) and decide how to make improvements.

Action 5: Consider using Public Service Announcements to promote VLA's mission, goals, and effectiveness and/or other relevant messaging.

Action 6: Develop conference themes and promote the theme throughout the year.

Action 7: Develop ways to be more inclusive and communicative to potential members and individuals who are part of a VLA institutional membership.

Action 8: Research a possible branding exercise for VLA.

Action 9: Consider selling VLA promotional material and/or providing free promotional material to members.

Goal 4: Improve Accessibility Through Education and Training

Access to information can be hindered by many factors, i.e. library staff knowledge and skill level, service hours, building accessibility, internet connectivity, media type, level of technological literacy, cognitive skills, physical impairments, language barriers, etc. VLA can improve accessibility through the education and training of its members so that the members can educate and train their patrons.

Action 1: Create and administer an access assessment survey for libraries/communities/members to determine strengths and weaknesses regarding access to information.

Action 2: Accumulate survey findings, highlighting strengths and weaknesses.

Action 3: Enlist skilled VLA members and collaborate with other library entities to provide an ongoing training schedule to address accessibility needs.

Goal 5: Elevate the Library Profession Within Vermont

Adequate staffing, fair compensation, professional development and continuing educational opportunities, and a valid set of professional standards are all ongoing concerns for Vermont librarians. VLA can provide research, resources, and training to our members regarding the library profession and can participate in the statewide narrative.

Action 1: Review and update the “Increasing Public Library Compensation: A How-to Guide for Vermont Libraries; Prepared by the Personnel Committee of the Vermont Library Association, 2003; Revised 2009.”

Action 2: Post and promote the above resource.

Action 3: Consider creating and administering an updated salary survey to the VLA members.

Action 4: Request a chance to provide input to the Vermont Department of Libraries regarding an update to the state’s Library Standards.

Action 5: Provide an opportunity to gather names and areas of expertise from prospective mentors; provide a speed-mentoring event; provide a “skills fair.”

Action 6: Provide short, well-defined opportunities for members to “micro-volunteer” within the association.

Action 7: Evaluate/update the volunteer list.

Goal 6: Advocate for Well Maintained Library Facilities

Goal 1: Create a survey to determine what building concerns our members are facing.

Goal 2: Administer survey; accumulate and report findings.

Goal 3: Create a committee to develop ways to support and advocate for well maintained facilities.