

Montana State Library

Statewide Library Resources – Library Development Work Plan

January – June 2018

Green (no font distinction) – activity progressing as expected.

Yellow (*italicized*) – activity may be delayed but the delays do not necessarily rise to the level of Commission concern

Red (**bolded**) – activity is delayed and Commission attention is warranted

Blue (underlined) – addition or change to the original work plan.

Strategic Framework – Foster Partnerships

Activities: Site Visits to Libraries (Supports LSTA Goals 1, 3, and 4)

Inputs	Outputs	
Time of Pam Henley, Lauren McMullen, and Suzanne Reymer to plan trips, prepare materials and presentations, research and data gathering	# of trips # of miles traveled # of people contacted # of new directors # of trustees # of trainings provided # of strategic planning outreach events	Outcomes/Impacts Desired Short-Term Outcomes: <ul style="list-style-type: none"> • Library Directors, Staff, or Board Members increase their knowledge about current trends in libraries • Library Development staff increase their knowledge about conditions, challenges, and opportunities facing public libraries in Montana • Library Directors, Staff, or Board Members analyze community needs Desired Intermediate/Long-Term Outcomes: <ul style="list-style-type: none"> • Library Directors, Staff, or Board Members translate their knowledge about trends in libraries into action • CE Coordinator and Consultants apply their knowledge about training needs to offer and/or facilitate training that addresses those needs • Library Development staff apply the knowledge they gained from site visits to design services, projects, and programs that address needs within the library community • Library Directors engage in team building through consensus building
Supplies	Discussions, resources, and/or trainings that focus on community leadership, collaboration, Internet Access, and library trends/services	

Vehicles		<ul style="list-style-type: none"> Library Directors, Staff, or Board Members communicate the library's role in economic development Library Directors, Staff, or Board Members collaborate with partners Desired Impacts: <ul style="list-style-type: none"> Community members have access to more resources Community members can use those resources to fulfill their needs for lifelong learning, community, and entertainment Community members, major stakeholders or funders work with library staff, directors, or boards to solve community problems Community members connect with others either face-to-face or via the Internet in order to build relationships and/or reduce social isolation
Travel costs	Design a process for collecting data – including baseline data – COMPLETED	

Mind in the Making Training

Inputs	Outputs	Outcomes/Impacts
Materials, supplies, MSL staff time, MITM Trainer Time	2.5 day early learning boot camp	Desired Outcomes <ul style="list-style-type: none"> Library participants will work to develop partnerships with other institutions/organizations that support early learning in the community Participants will design a systemic approach based in science to support early learning throughout their community. MITM has specific learning outcomes for attendees including that attendees enhance their own skills in the 7 areas; promote those skills in young children; help preschoolers and older children develop these skills and strategies for developing the skills. The 7 skills are: focus and self-control; perspective taking; communicating; making connections; critical thinking; taking on challenges; self-directed, engaged learning Desired Impacts <ul style="list-style-type: none"> Library and community partners identify how to help children in their community gain these skills. Children in these communities develop the 7 executive function skills.
Edwards Foundation funds	# of attendees - public libraries, Childcare Resources Center, and community partners	
Bezos Family Foundation Funds	Projects from attendees	
Childcare Resources Center funds	Regular webinar series to help students apply what they learned	

LSTA funds		
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- [54 people attended this training representing 20 libraries and the seven regions of the Childcare Resource Referral Centers. Attendees ranged from youth services librarians to day care providers to early childhood educators.](#)
- [Evaluation of the training led to the following comments:](#)
 - [“I was amazed by how much the training applied to my professional life outside of early childhood and to my personal life!](#)
 - [“Yes and No. Not going to lie, I did not fully understand the magnitude to which I would be expected to implement a new community style into our community but I am excited and empowered now that I have had this training.”](#)
 - [“I went in not really understanding it fully and by the end I was blown away and my flame was Re-ignited??”](#)
 - [Several attendees listed the WOOP – Wish, Outcome, Obstacle, and Plan exercise as something they have used or will use in their work.](#)
- [A list of the projects that attendees wish to complete appears below. This training will use the same model as the Summer Library Leadership Institute. Attendees are being asked to apply what they learned in practical projects within their communities. State Library staff will provide support and encouragement through webinars and follow-up trainings.](#)

Community Compass Pilot Project

Inputs	Outputs	
Materials, supplies	3-6 listening sessions facilitated by the Statewide Consulting Librarians	Outcomes/Impacts Desired Outcomes <ul style="list-style-type: none"> • Library staff implement at least one idea or suggestion from the listening session • Librarians, board members, and MSL staff understand what goals community members have – community aspirations • Librarians, board members, and MSL staff understand what concerns/challenges people have – community concerns • Librarians, board members, and MSL staff identify ways to use their knowledge to design library services/programs that address non-user challenges and/or aspirations (LDSTF Recommendations – Library Directors and Boards analyze, understand, and reflect community needs; create and communicate a vision) Desired Impacts
LSTA funds	# of attendees at the Chamber of Commerce meetings	
MSL staff time	Ideas generated from the discussion	
Librarian and Chamber of	Regional/statewide themes that can be used to develop	

Commerce members' time	programs or provide new services at local libraries and/or statewide	<ul style="list-style-type: none"> The library works with other community partners to address community aspirations and concerns Community support for the library increases
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- [Consultants have or will schedule 6 listening sessions with the local Chambers of Commerce and local public library – one per federation. The following libraries have agreed to participate in this project: Chinook, Superior, Three Forks, Glasgow.](#)

Strategic Framework – Secure sufficient and sustainable funding

Activities:

- Develop models of cooperation for libraries (Supports LSTA Goal 5, Statewide Consulting Objective A)

Inputs	Outputs	Outcomes	Impacts
Time of Lauren McMullen	Develop a publication describing different economic/governance models for public libraries.	Library directors and board members learn about different economic models.	
Research material from other states (COMPLETED)	Library directors and board members use this publication	Libraries use this information to evaluate and improve their governance structures (LDSTF)	
	Create an outline and scope of work for project (COMPLETED)		

Strategic Framework – Create a useful information infrastructure

- Develop a centralized acquisitions pilot project (Supports achievement of Goal 1, MSC Objectives D and E)

Inputs	Outputs	Outcomes/Impacts
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Time of Jemma Hazen and Tracy Cook	Acquisitions module configured for staff	<p>Desired Outcomes:</p> <ul style="list-style-type: none"> Standards improve the patron experience. Standards simplify pre-processing set-up and usage for MSC staff, participating library staff, and vendors. Standards improve the reports for MSC and library staff. Library staff can track funding and usage in their desired categories. Library directors and staff learn about the value of centralized acquisitions. Montana libraries are more innovative Directors and staff working together to find meaningful ways to repurpose staff Montana library users have access to a wider variety of materials and services Centralized acquisitions creates a better MSC system MSL Staff learn whether or not Centralized Acquisitions has value for more libraries beyond the pilot Libraries participating in collaborative efforts are more efficient – the effort saves time and improves workflows <p>Desired Impacts:</p> <ul style="list-style-type: none"> Collaboration that is scalable, affordable, implementable for all types of libraries (LDSTF) Library infrastructure that encourages consortial resource sharing to make information resources, technology and service delivery more efficient, effective, affordable, customizable, sustainable, scalable (LDSTF)
	Tracking of purchasing [built into Acquisitions module]	
	Accounting of staff time - new projects made possible because of money or time	
	Demonstrated cost savings to participating libraries	
	Demonstrated cost savings to participating libraries	
	Pilot group has completed an initial survey that Hazen will use as a basis for conducting interviews.	
	Interviews of library participants – COMPLETED	
	Analysis of library responses and initial recommendations - COMPLETED	

	Standard list of policies and home locations for libraries participating in the acquisitions pilot project	
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- Improve the existing Montana Memory Project user interface so that it works well with all device types and is easy for all user types (addressing issues of accessibility) to find the content they seek. (Supports LSTA Goal 1, MMP Objective I)
 - OCLC has released the changes we were waiting for them to make. You can view the pilot pages at <http://mtmemory.org/digital>.
 - Celabra has been selected as the developers who can help us make the switch to responsive design.
 - [Celabra has begun the process of making the changes. OCLC has been slow to respond to some of their requests for information and assistance, but they are making progress despite the hold-ups.](#)
 - [Phase 1 of the Memorandum of Agreement has been completed – which included a statement of work and proof of concept.](#)
 - [Phase 2, which includes implementation and documentation is scheduled to be completed by June 30, 2018.](#)

Inputs	Outputs	Outcomes/Impacts
Contact CONTENTdm (CDM) to initiate the switch to responsive design	Path for how to switch to new design CDM viewer that works better on phones and tablets	Desired Outcomes: <ul style="list-style-type: none"> • More users make use of the MMP for research and pleasure • MMP users find what they are seeking on the webpages with greater ease and less frustration • More positive feelings toward the MMP and the use of the website • Users who need accessible websites are able to use the MMP to find information they need • Less work for MSL IT staff in the immediate future. • Improved usability of the MMP for end users • Users are able to use an interactive map to find MMP content
Based on input of MMP partners, offer design suggestions to CDM to improve the usability of the design.	CDM will modify the design for a better user experience. There is a potential to tell stories with the content based on place	

<p>Work with Tom to make the switch to the new responsive design</p>	<p>New Access database for use with the existing Content Management system with links to the new responsive CDM pages</p> <p>Better website viewing on all device types Better function for all types of accessibility issues</p> <p>Better search results</p>	
<p>Learn how to implement latitude and longitude for geographic locations</p>	<p>Ability to create maps within CDM and ability for DPLA to use data in their API.</p> <p>Also potential to create story maps with MSL GIS.</p> <p>New interactive map for users of MMP content to explore</p> <p>Ability to search by locations within the state. Ability to see at a glance where content is from</p>	

- Develop a Montana Memory Project Ambassadors program to increase visibility and the usability of the MMP. Ambassadors will introduce the MMP to new audiences, and seek opportunities to fund new collections. (Supports LSTA Goal 1, MMP Objective I)

- *We did not receive the Montana History Foundation grant, but Jennifer is exploring ways to offer a scaled down version of the program.*
- *Jennifer has drafted a letter inviting volunteers to apply to be ambassadors.*
- *Jennifer has an online application ready for applicants.*
- *Jennifer is looking at ways to effectively train volunteers via GoToMeeting. Once a plan is in place, she will begin actively seeking volunteers.*

Inputs	Outputs	Outcomes/Impacts
<ul style="list-style-type: none"> • Time of MMP Director • Time of Ambassadors • Online meeting system • Meeting space and materials for annual face-to-face meeting • Materials for Ambassadors 	<ul style="list-style-type: none"> • Ambassadors annual seminar to discuss new content and training for outreach (MLA or MT History Conference) • Presentation template that can be used at community gatherings • Bookmarks, posters, brochures are available for ambassadors use • Ambassador's local activities that promote the MMP • Promotional materials distributed beyond libraries and museums • More ways to contribute funding (funding button on Facebook) • Evaluation tool for measuring engagement from ambassadors 	<ul style="list-style-type: none"> • The MMP attracts excellent content so that it is a valuable resource • Montanan's utilize the MMP to meet their needs • Ambassadors are engaged in MMP and advancing the goals of the MMP • Ambassadors help to find sources of funding for new projects • Social media activity increases • MMP continues to serve a unique role of making Montana cultural material accessible to all • Visibility of the MMP increases • Revenue sources become more diverse

Pilot Project for possible new certification pathway

Inputs	Outputs	Desired Outcomes/Impacts
<ul style="list-style-type: none"> • Time of Continuing Education Coordinator, Consultants, and Library Development Director • Time of public library directors and library staff • Development of a CMS in Moodle; introductory course, review of learner inputs; ongoing interviews with pilot libraries. 10 - 20 hours per month during formative phase. Test ASPeN for filing PPDP Pathway forms. • Formative assessment development 	<ul style="list-style-type: none"> • Pilot pathway that links PD to the strategic plan of the applicant's library, competencies in the field, provides more flexibility in the ways that the applicant can demonstrate learning has occurred. • Different-sized libraries participate; manageable number in the pilot...TBD; • ASPeN is able to handle continuing education tracking • Ongoing data on applicant progress, needs; formative evaluation data within 3-6 months of the pilot to inform a statewide roll-out 	<ul style="list-style-type: none"> • Applicants design rigorous professional development to advance their careers in librarianship. • Libraries utilize the PD Plan Pathway to advance the strategic goals of the library. • MSL staff organize training activities into a coordinated curriculum addressing the needs of our librarians as informed by data. PPD Plans become data that informs MSL staff on what training is needed. Data is accessible and organized for use in planning training activities • Applicants that utilize the PD Plan Pathway to certification advance their careers and the field of librarianship in Montana • Library staff, trustees and stakeholders recognize that their professional development is directly related to the library's success because the library achieves its strategic goals.

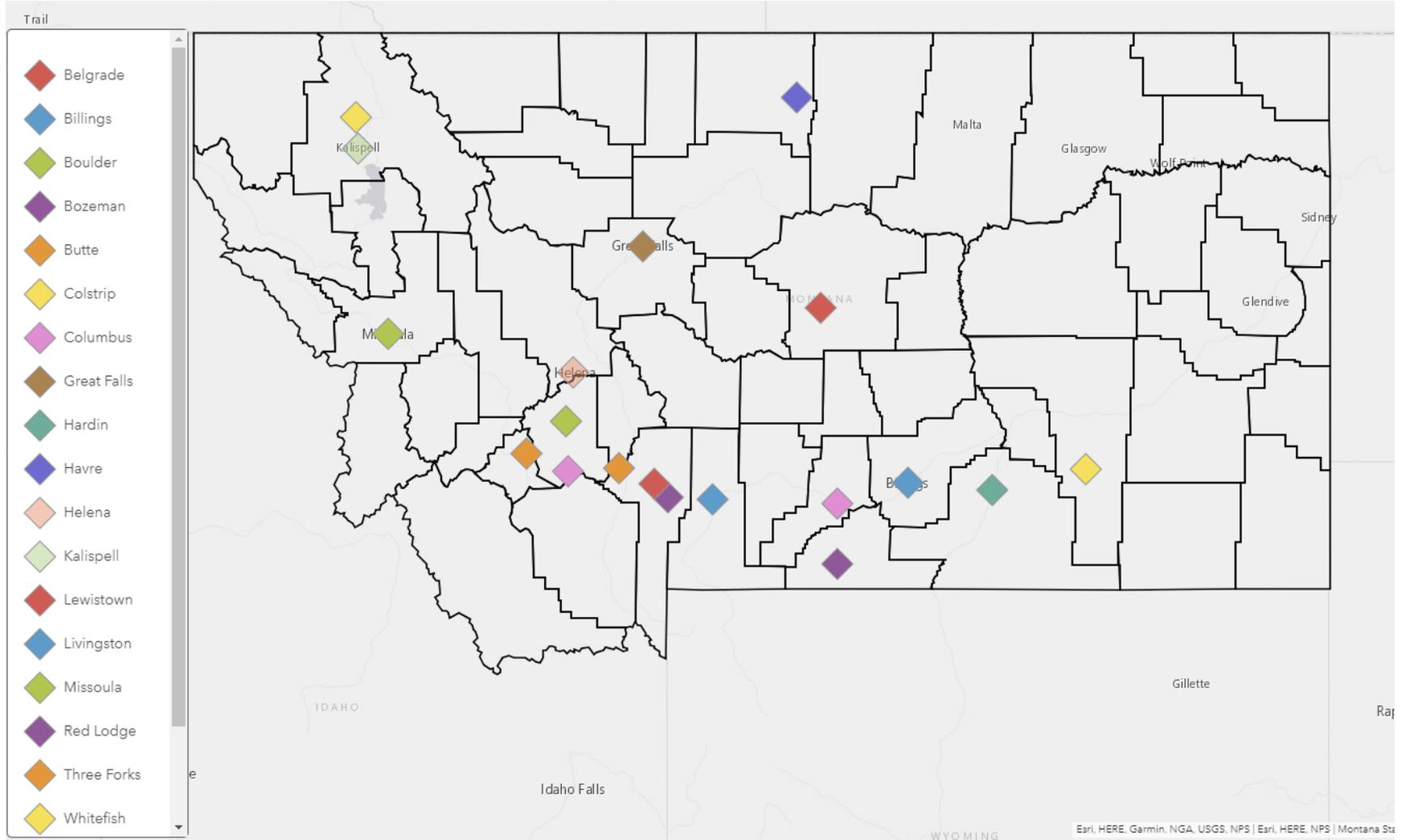
2018 Fall Workshop in Billings

Inputs	Outputs	Desired Outcomes/Impacts
<ul style="list-style-type: none"> • Time of Library Development Staff • LSTA funds for presenters, hotel, materials, supplies, and travel • Presenters' and attendees' time 	<ul style="list-style-type: none"> • 12-14 hours of training, seminar-style, hands-on, face to face for 100-120 attendees – will meet a variety of CE categories. • Materials from the sessions • Number of attendees • Number of sessions 	<ul style="list-style-type: none"> • Library Directors, staff, advisory members, and board members increase their skills about how to listen to the community AND use those skills to engage and lead in order to promote a thriving community. • Library directors and staff demonstrate the knowledge, skills, and desire to participate in collaborative efforts AND those efforts result in improved service. • Library directors and staff engage with community members. • Montanans enjoy world-class library services regardless of circumstances or locale.

Upcoming or current activities:

- Gap analysis of what libraries currently have for broadband speed vs. what they could have and gap analysis of what they could have versus national standards – [in process](#)
- [Hiring of new Statewide Projects Tech Support Position – in process](#)
- [Hiring of new MSC Trainer](#)
- [Institute of Museum and Library Services site visit to Montana](#)

Communities Represented at Mind in the Making Training:



Projects from the Mind in the Making Training:

- **Belgrade Community Library** – incorporate the language of Mind in the Making skills in interactions with parents; bring skills and tactics to childcare providers; host training sessions.
- **Bicentennial Library of Colstrip** – work with recreation department and childcare providers this summer.
- **Big Horn County Library** – will incorporate in teen programming.
- **Billings Public Library** – introduce concepts at the Wise Wonders Childrens’ Museum; introduce Vroom and concepts into Books and Babies; look for ways to expand our reach.
- **Boulder Community Library** – introduce the program to our local WIC parents, childcare providers, and Head Start parents.
- **Bozeman Public Library** – Start using the Mind in the Making language prior to fall training; will develop project over the next few months.
- **Butte Silver Bow Public Library** – Create early learning bags to check out at the library; flyer with Mind in the Making principles
- **Great Falls Public Library** – Incorporate executive function skills into storytime; parent education series that includes active engagement with children.
- **Havre Hill County Library** – provide cards for health care providers.
- **ImagineIF Libraries** – Planning a training for home visiting nurses; bring brain building tips to early literacy class for families
- **Lewis & Clark Library** – Share information with other Early Childhood Coalition members; look for ways to include this in other childcare providers and teacher training; talk about skills during storytime; partner with home visit nurses and DPHHS, so they can share life skills information with families they visit.
- **Lewistown Public Library** – Create a common language; talk to professionals and create an early childhood coalition for Central Montana; offer module training to community next year.
- **Livingston Park-County Library** – Developing their project details
- **Missoula Public Library** – offer a weekly or bi-weekly session covering 2 skills for 4 weeks to childcare providers; have session for parents at EmPower Place.
- **Red Lodge Carnegie Library** – Plan facilitated Mind in the Making training with local childcare providers, their staff, and the Carbon County Young Families Committee.

- **Stillwater County Library** – Add bookmarks to the Summer Reading Program backpacks; look for training opportunities; do a critical thinking class at the museum.
- **Three Forks Community Library** – offer parent classes through local childcare programs.
- **Whitefish Community Library** – two parent workshops – teaching the 7 skills; Lunch and two stories – weekly lunch provided by school district’s summer nutrition program, with storytelling provided by participants in the workshop.
- **Whitehall Community Library** – hold a book club with the Mind in the Making book; begin incorporating skills in modules.

Attendees at 2018 Mind in the Making Training:

