

Planning Grant Abstract: Young Changemakers in the 21st-Century Library

The Democratic Knowledge Project (DKP) at Harvard University (Principal Investigator: Danielle Allen) seeks support to develop and pilot, in collaboration with the Massachusetts Library System (MLS), professional development programs to equip public and school librarians to succeed as providers of out-of-school civic education and connected learning.

The DKP is a distributed research and action lab at Harvard that seeks to identify, strengthen, and disseminate the bodies of knowledge, skills, and capacities that democratic citizens need in order to succeed at operating their democracy. The MLS serves more than 1,700 libraries of all types and sizes throughout the state, including 373 public libraries and over 700 school libraries.

As a member of the MacArthur Foundation's Youth and Participatory Politics Research Network (YPP) from 2009–2017, Allen, in collaboration with colleagues, developed a reflection-and-action framework to scaffold the development of young people's capacity for civic agency and civic media-making. Known as "The Ten Questions Framework," this pedagogic structure seeks to help youth develop into successful—equitable, effective, and self-protective—civic agents in this digital age. Since 2016, Allen and DKP have been disseminating the Ten Questions to a wide range of educators, including school/teen-services librarians. (The Ten Questions—and some sample learning modules built around them—are available here: <https://yppactionframe.fas.harvard.edu/home>.)

We now seek support to develop and pilot, in collaboration with the Massachusetts Library System, professional development resources that build on existing Ten Question materials. We seek to modify and repurpose existing classroom oriented materials for use by librarians in the library context and to train school and public youth librarians in the use of the Ten Questions materials in the context of their existing programs. In sum, our project seeks (a) to prepare library professionals to help youth develop into equitable, effective, and self-protective civic agents in a digital age; (b) to support libraries working for/with underserved youth in urban and rural areas to create positive civic learning experiences; and (c) to equip librarians with assessment tools to track the impact of their work on youth civic learning.

Running from Oct 1, 2018, through September 30, 2019, the project will consist of six phases: (a) inventorying existing learning modules and evaluating the steps necessary to transplant them to a library context; (b) creating, in collaboration with MLS, of v1.0 training materials for librarians and content for use in libraries; (c) in collaboration with MLS, recruiting librarians from eight to ten libraries with whom to pilot training materials; implementation of learning modules and other content; and assessment tools; (d) working with the pilot cohort of librarians and MLS on trainings and pilot implementations with a view to generating v2.0 training materials and content modules; (e) in collaboration with MLS, planning a post-pilot two-year professional development initiative, based on the revised materials, to deliver trainings and resources to librarians throughout the state of Massachusetts and to share our materials nationally; and (f) training the pilot cohort to serve as trainers in a broader, post-pilot professional development initiative.

This project will produce: (a) a cohort of librarians representing 8-10 libraries (public and school libraries; rural, suburban, and urban) who are equipped to anchor out-of-school civic learning for youth, given the challenges of the digital age and who are also equipped to serve as trainers for the broader professional development initiative; (b) a set of training resources, learning modules, and assessment tools for deployment in a statewide professional development initiative to equip librarians across the state to succeed at anchoring out-of-school civic learning for youth, given the challenges of the digital age; (c) a concrete plan for the two-year professional development initiative, including a calendar of professional development opportunities, designs for training workshops, and a marketing strategy; and (d) a concrete plan for the dissemination of learnings and tools to libraries and affiliated organizations at the national level.

We write to request a planning grant of \$50,000 in the Community Anchors grant category to support pilot and planning work from October 1, 2018, through September 30, 2019.

Organizational Profile: The Edmond J. Safra Center for Ethics at Harvard University

The Edmond J. Safra Center for Ethics at Harvard University seeks to advance teaching and research on ethical issues in public life. Widespread ethical lapses of leaders in government, business and other professions prompt demands for more and better moral education. More fundamentally, the increasing complexity of public life - the scale and range of problems and the variety of knowledge required to deal with them - make ethical issues more difficult, even for men and women of good moral character. Not only are the ethical issues we face more complex, but the people we face them with are more diverse, increasing the frequency and intensity of our ethical disagreements.

Given these changes in the United States and in societies around the globe, the Center seeks to help meet the growing need for teachers, scholars, and leaders who address questions of moral choice across many of the professions and in public life more generally, and promotes a perspective on ethics informed by both theory and practice. We explore the connection between the problems that professionals confront and the social and political structures in which they act. More generally, we address the ethical issues that all citizens face as they make the choices that profoundly affect the present and future of their societies in our increasingly interdependent world.

30 years ago, we began with a conviction and a problem. The conviction was that reflection on the moral assumptions and foundations of practical affairs is both intellectually worthwhile and socially valuable. Philosophy in this broad sense, we thought, could contribute to identifying and understanding the ethical issues in public life, including those in the professions. The problem was that few philosophers knew enough about professional life, and few professionals enough about philosophy, to teach and write effectively on ethical issues in professional and public life more generally. For more than two decades, under the leadership of Dennis F. Thompson, the Alfred North Whitehead Professor of Political Philosophy, the Center made significant strides in breaking down these barriers through its rich offers of fellowships, public lectures, workshops and conferences.

In 2009, with a mandate to expand the scope of the Center's mission and work, Lawrence Lessig launched the Edmond J. Safra Research Lab, a major initiative designed to address fundamental problems of ethics in way that is of practical benefit to institutions of government and society around the world. In pursuit of this goal, and to strengthen and expand the mission generally, the Center welcomed scholars and researchers from a wide range of disciplines across academia, industry, and government.

In 2015, Danielle Allen took the helm as Director of the Center with a focus on advancing conversations on the most important and most challenging ethical issues of our time—whether those issues pertain to personal or public ethics; to professional or civic ethics; to habits and norms or policy-frameworks. Under her leadership, the Center has cultivated University-wide conversations about the hard questions involved in determining how we should live, singly and collectively. It is integral to the Center's core mission that we not only produce ground-breaking research but also endeavor to spread it, engage in public discourse, and translate our academic outputs to various constituents on campus and beyond. To do this, we have rethought our approach to programming in order to open opportunities for our faculty affiliates to use the Center as a launch pad for projects of their own devising. We support our affiliates' one-day workshops, multi-stage workshops, and conferences from across the university that connect conversations about ethics to new contexts.

The Center stands at the core of what is now a well-established movement at Harvard and throughout the world that is giving ethics a prominent place in the curriculum and on the agenda of research. The Center encourages the activities of the professional schools, and provides a forum for university-wide communication and collaboration. Each of the faculties has begun its own courses and centers, and has developed its own group of scholars specializing in ethics. More than twenty fellows of the Center have gone on to hold teaching appointments at Harvard.

The Center has also been actively involved in the growing ethics movement beyond Harvard, providing information and advice to many other centers at colleges and universities throughout the United States and in other countries. We supported the founding of the Association for Practical and Professional Ethics, the first national organization to provide teachers and scholars of ethics in many different fields with a medium for discussing their common problems and for collaborating on curricular and research projects.

Along these lines, the Center is deeply involved in re-inventing civic education in a digital age for both in- and out-of-school settings, an effort spearheaded by the Democratic Knowledge Project that Danielle Allen supervises herself. DKP will be the focal unit directly involved in carrying out the work, and Chaebong Nam and David Kidd will perform essential tasks necessary for the successful completion of this planning process.

Narrative: Young Changemakers in the 21st-Century Library

BROAD NEED: Civic Education Reform through Libraries in a Digital Age

Civic Education in a Digital Age

The conventional mission of civic education is to help young people both cultivate discernment about public issues and participate in problem-solving processes. The advent of digital technology, however, has introduced major challenges to the conventional notion of civic education. Social media and digital platforms have drastically amplified communicative capacities and broadened access to political participation. Individuals and groups can now drive social change in multiple contexts beyond legacy political institutions. This new media landscape has given young people new opportunities and prominence as key civic actors. Young people have the chance to enhance their voice and influence in social, civic, and political life thanks to their technical savvy, to youth practices of creative expression, and to a surrounding context in which expression and action cross swiftly from the cultural to the political domain. But digital technology also brings risks for youthful civic agents: privacy breaches, unprepared exposure to public attention, misinformation, and political polarization and animosity. Civic education needs re-invention to meet the challenges and benefit from the opportunities of this new environment. For instance, media literacy needs to be integrated into the basic structure of civic education. Libraries have always played a central role in civic education outside of schools, and they should be a part of this re-invention.

More channels than ever are available for people to raise their voices on issues they care about and new tactics empower individuals to drive social change outside the conventional realm of politics: digital tools enable civic actors to *investigate* issues of concern, *produce* information and *circulate* it, engage in *dialogue*, and *mobilize* networked activism (Kahn, Middaugh, & Allen, 2014). With this change in our communications ecology, many argue that the power of participatory politics vis-a-vis the authority of formal political institutions has soared. Cohen and Kahne (2012) define participatory politics as “interactive, peer-based acts through which individuals and groups seek to exert both voice and influence on issues of public concern” (iv). Participatory politics, they write, “allows individuals to operate with greater independence in the political realm, circumventing traditional gatekeepers of information and influence, such as newspaper editors, political parties, and interest groups” (Cohen & Kahne, 2012, vi).

Young people, so frequently sidelined from participating in politics, play a noteworthy role as key civic actors in this new participatory landscape. This digitally savvy youth cohort (defined in our research as ages 15-25) mixes and remixes pop culture with political issues and blurs the lines between the political and the cultural. Primarily playing in the cultural realm, young people can turn their cultural power toward political purposes. Their presence in agenda setting, frame shifting and mobilizing networked activism is stronger than at any previous point in modern history (Allen & Light, 2015). From the late 1990s when libertarian activists used media-fueled and email campaigns to derail new banking regulations to the current efforts of young people to counter gun violence with social media supported #neveragain student walkouts, youth civic engagement now involves new tools, capacities, and experiences (Allen & Light, 2015).

Digital technology, however, comes with risks. A heedless thought can come to harm or haunt any user long after its posting. Anonymity feeds trolling. False or misleading information and hateful speech are common. As space to hear other viewpoints gives way to information silos, opinions become polarized, hindering digital technology’s democratic potential (Soep, 2014; Mutz, 2006; Weinstein et al, 2015).

The promise and pitfalls of the digital realm pose substantial challenges to civic educators in particular. How can educators—whether librarians or teachers who teach civics-related courses in social studies,

history, government, and other disciplines—help students become successful civic agents in participatory politics even in face of these new risks? Traditional tools for navigating participatory politics have not yet caught up to our changing reality. The Six Proven Practices for Effective Civic Learning framework, widely disseminated by the Civic Mission of Schools, were developed in 2003, before the invention of Facebook.¹ The framework has not, as of yet, been updated to incorporate insights pertinent to the realm of digital engagement.

To address this issue, Danielle Allen, along with colleagues in the MacArthur Foundation Youth and Participatory Politics Research Network (YPP) developed a new pedagogic framework, known as “The Ten Questions for Young Change-makers.” Building from eight years of qualitative and quantitative research about young people’s experiences with civic life in a digital age conducted by more than 40 scholars and researchers from multiple disciplines in the YPP network, this reflection-and-action framework scaffolds the development of young people’s capacity for civic agency and civic media-making. The framework rests on ten simple questions:

Ten Questions for Young Changemakers

1. Why does the issue I care about matter to me?
2. How much should I share?
3. How do I make it about more than myself?
4. Where do we start?
5. How can we make it easy and engaging for others to join in?
6. How do we gain wisdom from crowds?
7. How do we handle the downside of crowds?
8. Are we pursuing a voice or influence or both?
9. How do we get from voice to change?
10. How can we find allies?

The framework can be used to structure workshops, learning modules, and curricula. Mimi Ito, the principal investigator of the Connected Learning Research Network, was an early member of the YPP research network, and core principles of the Connected Learning paradigm are also integrated here. The Framework rests on the insight that student learning is empowered when it begins by supporting youth ability to connect their own passions to the learning context. The Framework thus asks students to start by identifying issues that they care about, and develops civic expertise by building outward, from what matters to the young civic actor.

Since 2016, Allen’s Democratic Knowledge Project has been working with educators, civic leaders, and librarians to develop sample learning modules around the Ten Questions. (Sample learning modules built around the Ten Questions are available here: <https://yppactionframe.fas.harvard.edu/home>). While we have used the framework to develop a semester long college course and materials to support middle school civics, our primary focus to date has been on the high school classroom. We have developed learning cases, a standardized teaching module, video resources, and a training model. An example of a teaching guide is available here: <https://yppactionframe.fas.harvard.edu/teaching-guide-ten-questions>. During the 2017-18 academic year, we have worked with a cohort of six local teachers supporting them as they have experimented

¹ The six proven practices advocated by the Civic Mission of Schools are “Provide instruction in government, history, law, and democracy”; “Incorporate discussion of current local, national, and international issues and events in the classroom,”; “Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum”; “Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities”; “Encourage student participation in school governance”; “Encourage students’ participation in simulations of democratic processes and procedures.” (from Lisa Guilfoile, Brady Delander, Carol Kreck, *Guidebook: Six Proven Practices for Effective Civic Learning*, Education Commission of the States and National Center for Learning and Civic Engagement, January 2016).

with integrating the framework into their very different teaching contexts. Some of their learning cases are available here: <https://yppactionframe.fas.harvard.edu/teacher-leaders>.

Assessment tools for the high school classroom are currently under development. The Democratic Knowledge Project has an assessment arm, which has developed methodologies for conducting assessment of pedagogy and program impact in the humanities, humanistic social sciences, and liberal arts. Information on the DKP's Humanities and Liberal Arts Assessment Lab (HULA) is available at <http://www.pz.harvard.edu/projects/humanities-liberal-arts-assessment-hula>). HULA is currently development assessment methodologies to test the impact of the Ten Questions framework on civics education in the high school context. As the HULA team transitions to developing assessment tools for the use of the framework in the library context, it also has a pre-existing body of work with libraries to draw on. As a part of work conducted for Illinois Humanities, HULA has provided assessment tools for Illinois Speaks programs held at the Peoria Public Library for a program entitled "Fake News and Its Impact on Civility." HULA conducted a survey about participant engagement and learning for that program and has designed assessment methods for one-time events, as well as for more extended courses and programs. As a sample of the prior work that will be adapted, the Illinois Speaks survey (review copy) is available here: https://harvard.az1.qualtrics.com/jfe/form/SV_6KUnQ72db20XGfP.

As we have worked with teachers over the last few years, we have also discovered that our materials are also of interest to librarians. We have been fortunate to have some librarians volunteer already to make sure of our materials. For instance: A school librarian applied the Ten Questions to her service-learning project. (The Urban School of San Francisco School Library, San Francisco); A teen services librarian adopted the Ten Questions for a book discussion. (Octavia Fellin Public Library, Navajo Nation).

In this pilot and planning project, we seek to modify and repurpose the range of educational materials we have created to date for use by librarians in the library context and to develop trainings in the use of those materials for school and public youth librarians.

Librarians and youth civic education. Librarians have been anchors for civic education, not only for school-age children but for all, ever since Benjamin Franklin—who saw an informed citizenry as critical for self-government—founded the first public lending library in 1731. As Bossaller (2017) argues, librarians have a distinctive role in the public sphere, providing information about voting and elections, governing institutions, and other important issues of democratic practice (e.g., cultural inclusion and diversity, and social equality). Over recent decades librarians have increasingly developed strong community engagement initiatives, public dialogues and discussions, and support for cultural diversity (Becker, 2012; Caywood, 2004; Kranich, 2006, 2012, 2013; McCabe, 2001). The growth in these efforts has paralleled institutional developments such as the Urban Libraries Council, the American Library Association's Center for Civic Life, and the IMLS's emphasis on civic engagement and cultural diversity (IMLS, 2011, 2017). Scholars and researchers in the library and information science (LIS) field have recently focused more attention on the active role of libraries in education for democracy (AASL, 2009; Bossaller, 2017; Buschman, 2018; Jaeger et al., 2013; Kranich, 2006).

In a digital age, as digital technology expands the range of places and times in which youth can connect to learning opportunities and public discourse, public and school librarians play an increasingly critical role in young people's learning and growth in civic-political life. As Mimi Ito has shown in development of the connected learning framework, young people best flourish when learning connects to their areas of interest and passion and when in-school and out-of-school learning are connected both to student motivation and to one another (Ito et al., 2013). As with other strands of education, civic education requires support out of school as well as in school, and librarians are well-positioned to offer that support, especially when they focus on media/information literacy education (Dase, 2011;

Kuhlthau, 2010; Messenger, 2015). Indeed, the literature already reveals success stories. Levin (2016), for example, showed how school librarians make use of a community engagement project to help young students cultivate critical literacy and ownership of their knowledge. Teen-services programs, such as Chicago Public Library's YouMedia, help young people pursue social and informal learning, build collegial relations with peers, and acquire new media skills (Bannon, 2012; Hartman, 2011). A growing number of teen-services programs, including those advocated by Young Adult Library Services Association, have begun to adopt culturally responsive/social justice-oriented approaches to serve youth from diverse backgrounds more effectively (Andrews et al, 2018; Crockett, 2015; Hem-Lee, 2018; Townsend, 2018). Further, libraries have expanded their role as a nexus of community inquiry for young people (Ritzo et al., 2009).

In brief, librarians already possess substantial bodies of knowledge and have developed expert practices to underpin young people's successful civic learning in the 21st century. They provide expertise in: (a) media and information literacy, (b) social and informal learning, (c) culturally relevant learning models, and (d) diverse civic engagement programs. The goal of this project is to build on this foundation and further enhance the professional development of librarians as civic educators, by introducing them to an innovative, research-based civic education framework.

Broad Need, In Sum

In sum, we identify four broad needs that can be met by disseminating civic education frameworks through public and school libraries:

1. There is an urgent need to prepare young people for the challenges and opportunities of the new media environment, helping young people cultivate successful—equitable, effective, and self-protective—civic agency in a digital age. The Ten Questions Framework is an innovative, research-based approach to civic education to meet the opportunities and challenges of the digital age.
2. There is need to connect civic education frameworks to resources pertaining to media/information literacy, social and informal education, and culturally responsive programming; librarians often cultivate such resources, making them valuable partners in efforts to build a 21st century civic education, and providing them with a strong foundation for becoming anchors of connected strategies of civic learning that connect youth passions and interests to pursuits that bridge in-school and out-of-school learning.
3. Given the degree to which youth civic learning now occurs out of school in the hybrid cultural and political world that youth find on-line, youth civic development must be supported out of school, as well as in it. Librarians are key partners for such an effort. Our project will also support partnerships between libraries and other teen-serving community organizations.
4. Finally, to activate librarians, libraries, and other affiliated teen-serving institutions to provide support for civic education, there is an urgent need to develop resources, learning modules, assessment tools, and professional development opportunities that have been specifically designed for the library setting; materials developed for classroom cannot simply be exported as they are to libraries; they need to be modified to succeed in the out-of-school context.

To respond to these areas of broad need, the Democratic Knowledge Project (DKP) at Harvard University (Principal Investigator: Danielle Allen) proposes to incorporate learnings and frameworks from the MacArthur Foundation research network on youth and participatory politics within the resources and infrastructure of libraries and to build professional development opportunities for librarians around these resources. We embark on this project at the state level in partnership with the Massachusetts Library System.

PROJECT DESIGN

Goals and projected outcomes. The first goal of the project is to pilot, with librarians from eight to ten libraries in Massachusetts and in partnership with the Massachusetts Library System, professional development opportunities and library-specific resources developed from the Ten Questions framework with a view (a) to preparing library professionals to help youth develop into equitable, effective, and self-protective civic agents in a digital age; (b) to supporting libraries working for/with underserved youth in urban and rural areas to create positive civic learning experiences; and (c) to equipping librarians with assessment tools to track the impact of their work on youth civic learning. The second goal of the project is to build on the work of the pilot to produce, in partnership with the Massachusetts Library System, a concrete, fundable plan for a two-year statewide professional development initiative. The third goal of the project is to equip our project participants to become “trainers of trainers,” and to contribute to the larger post-pilot professional development initiative as professional leaders and mentors.

The project will consist of six phases: (a) inventorying existing learning modules and evaluating the steps necessary to transplant them to a library context; (b) creating, in collaboration with MLS, of v1.0 training materials for librarians and content for use in libraries; (c) in collaboration with MLS, recruiting librarians from eight to ten libraries with whom to pilot training materials; implementation of learning modules and other content; and assessment tools; (d) working with the pilot cohort of librarians and MLS on trainings and pilot implementations with a view to generating v2.0 training materials and content modules; (e) in collaboration with MLS, planning a post-pilot two-year professional development initiative, based on the revised materials, to deliver trainings and resources to librarians throughout the state of Massachusetts and to share our materials nationally; and (f) training the pilot cohort to serve as trainers in a broader, post-pilot professional development initiative.

This project will produce: (a) a cohort of librarians representing 8-10 libraries (public and school libraries; rural, suburban, and urban) who are equipped to anchor out-of-school civic learning for youth, given the challenges of the digital age and who are also equipped to serve as trainers for the broader professional development initiative; (b) a set of training resources, learning modules, and assessment tools for deployment in a statewide professional development initiative to equip librarians across the state to succeed at anchoring out-of-school civic learning for youth, given the challenges of the digital age; (c) a concrete plan for the two-year professional development initiative, including a calendar of professional development opportunities, designs for training workshops, and a marketing strategy; and (d) a concrete plan for the dissemination of learnings and tools to libraries and affiliated organizations at the national level.

Potential risks. Multiple institutions are to be involved in this pilot project, and each institution might have different schedules, personnel changes, budget constraints, and other unexpected circumstances beyond our control. If any partner library of the eight to ten that we plan to recruit discontinues participation, due to unforeseen events, DKP will recruit a new partner library serving a population similar to the one served by the discontinued library. Our close partnership with the Massachusetts Library System will not only help us identify strong partnerships up front, but will also provide us with the knowledge and contacts necessary to recruit a substitute partner speedily, if necessary.

Proof of success. In the first instance, proof of success will consist of: (a) a cohort of librarians representing 8-10 libraries (public and school libraries; rural, suburban, and urban) who are equipped to anchor out-of-school civic learning for youth and who are also equipped to serve as “trainers of trainers” for the broader professional development initiative; (b) a set of v2.0 training resources, learning modules, and assessment tools for deployment in a statewide professional development initiative to equip librarians across the state; (c) a concrete plan for the two-year professional development initiative, including a calendar of professional development opportunities, designs for

training workshops, and a marketing strategy; (d) a concrete plan for the dissemination of learnings and tools to libraries and affiliated organizations at the national level. Second, we will also survey our participants with a view to evaluating whether work with us has indeed increased their sense of confidence and preparedness as civic educators in the library context; success would require positive measures on these surveys. Third, proof of success would be the willingness of the Massachusetts Library System to move forward with us as a partner for the full implementation of the professional development initiative.

People in charge. *Danielle Allen* (Harvard) is a political theorist who has published widely in democratic theory, political sociology, and the history of political thought. Widely known for her work on justice and citizenship in both ancient Athens and modern America, Allen is a Chair of the Mellon Foundation Board, past Chair of the Pulitzer Prize Board, and a member of the American Academy of Arts and Sciences and the American Philosophical Society. Allen is also the principal investigator for the Democratic Knowledge Project, a distributed research and action lab at Harvard University. The DKP seeks to identify, strengthen, and disseminate the bodies of knowledge, skills, and capacities that democratic citizens need to succeed at operating their democracy. As Principal Investigator, Allen, in collaboration with MLS, will make higher-level planning decisions for the scope of collaboration, timeframe, and key agenda, and will play a key role in disseminating the project results outward to external states, beyond the state of Massachusetts, to a broader network of civic education.

Chaebong Nam (Harvard), a postdoc fellow working for the Ten Questions for Young Changemakers Project, joins Professor Allen at Harvard. Having been working on the Ten Questions for the past two years, Nam has developed educational resources, educator networks, and professional development models, and she also participates in the development of assessment tools. Nam has been involved in several library-related projects while working at the University of Illinois' Information School. As Project Manager, Nam will be a key point-person for communication that connects multiple partner organizations to one another. She will also manage project schedules, run in-person planning meetings, visit local partner libraries, and collect feedback and outcomes to draft a final plan.

David Kidd (Harvard), a post-doctoral fellow working for Danielle Allen's Humanities and Liberal Arts Assessment project (HULA), has designed assessment tools for library-based adult-education programs for the Illinois Humanities Council. A PhD in social psychology (from the New School), he is currently working on assessment tools for the Ten Questions Framework as used in a school setting. Kidd would be assigned to develop Ten Questions assessment tools for use in the library context and to develop training in the use of the tools for Massachusetts librarians.

Christi Farrar (Massachusetts Library System) is a Consultant at MLS supporting libraries throughout the state. With over 15 years of experience in libraries and education, Farrar takes the role of being a "librarians' librarian," providing professional development and guidance to make librarians' jobs easier. Her professional interests range from collection development to picture book art to social media in libraries. Farrar has been developing a series of workshops not only for teachers—to help them in the use of digital resources—but also for a wider audience, including family, youth, and community organizations. As a key point of contact at MLS, Farrar will provide effective dissemination strategies for the library network and its affiliated agencies. She also will administer the intradissemation to over 1,700 libraries within MSL and will also work with Prof. Allen to explore opportunities to expand the impact of this proposed project.

April Mazza (Massachusetts Library System) is Advisor for Youth and School Library Service at MLS. Previously, she led a busy children's department at Wayland's public library before a transition to the Massachusetts Board of Library Commissioners, where she serves as Reference Librarian and Education Specialist. She was also a youth audio/visual reviewer for *School Library Journal*. She participates actively in professional networks and is a frequent conference presenter. Along with Farrar,

Mazza will participate in developing effective strategies for dissemination, resource sharing, and professional development.

Sequence and activities in planning. We will conduct the planning process using the following sequence. (See the schedule completion enclosed in the supplementary material packet for more details).

- Creation, in collaboration with MLS, of a first draft set of training materials and content for use by librarians will commence Oct 1, 2018. Recruitment of the pilot cohort of librarians will also commence in Oct 2018.
- Pilot trainings and resource deployment will begin December 1, 2018 and run through April 30, 2019.
- From May 1, 2019 through July 31, 2019, we will work with the pilot cohort to revise the trainings, training materials, learning modules and assessment tools.
- From August 1, 2019, through September 30, 2019, we will develop and document a plan for a two-year state-wide professional development initiative.

Although the project officially begins in October 2018, DKP has already started the Memorandum of Understanding process with MLS for this planning project and has received a commitment letter from MLS. (enclosed in the supplementary material packet). Inventory and assessment of our existing learning modules is currently underway. On May 29, 2018, we also hosted a workshop about the Ten Questions Framework for a group of school, public, and academic libraries, at MLS, located in Marlborough, MA. We have been invited to conduct a workshop at a regional school library conference held in Boston on August 6, 2018. We also received a commitment letter from the Massachusetts School Library Association for further collaboration. (enclosed in the supplementary material packet). On October 4, 2018, MLS will hold a Teen Summit at the College of the Holy Cross in Worcester, MA, where MLS will also publicize potential collaborative opportunities with DKP.

Coursework or training content dissemination. Training content and resources will be publicized chiefly through the MLS listservs, websites, and the MLS calendar, as well as the Harvard DKP site. MLS will also explore potential ways to disseminate the implementation ideas, resources, and plans to other states beyond the state of Massachusetts. National professional networks and conferences (e.g., American Library Association's annual and midwinter conferences, Public Library Conference, Young Adult Service Symposium or the American Association of School Librarians Conference) will also be among the instrumental venues for the national-level dissemination.

Required resources (time, personnel, financial, and other resources). Grant funds will support the Project Manager's time. The Project Manager will execute a range of tasks to advance the pilot and planning process. These include coordinating communications across MLS, DKP, and partner libraries; visiting local partner libraries; conducting offline meetings with MLS; running workshops; collecting feedback; and drafting the state-level professional development and national dissemination plans.

Track progress (evaluation and performance measurement). We use the following criteria to track our *planning* progress, in lieu of standard evaluation and performance measurements:

- Successful recruitment of eight to ten local partner libraries, reflecting multiple diversity criteria, such as geographic location, social context, and cultural and racial diversity;
- Successful retention of the local partner libraries during the planning period and determination of their intent to continue to participate in the execution period;
- Feedback from the local partner libraries for further engagement and ideas for dissemination;
- Keeping to the proposed timeline;

- Successful production of a two-year professional development plan for the state and a national dissemination plan.

Sharing of the findings. The training resources, learning modules, and assessment tools for deployment in a statewide professional development initiative will be shared through (a) professional conferences, (b) local partner libraries, (c) MLS website and listservs, and (d) the DKP website.

Connections to others in or outside of the field. We plan to connect librarians to resources and models for new civic education in a digital age. First, the cohort librarians from different locations and contexts (e.g., urban, rural, and suburban, school and public libraries, etc.) will be connected to one another, which can increase interconnectivity within the profession. Second, by modifying and repurposing the existing classroom-oriented resources, the partner librarians can develop connections to the field of civic education outside of the LIS field. This also involves other adjacent fields, such as youth development and journalism. This effort will contribute to cross-disciplinary collaborations in the LIS field.

Theory and practice. The Ten Questions Framework is the result of multiyear research studies about young people’s new civic-political life in a digital age, conducted by the MacArthur Foundation’s Research Network on Youth and Participatory Politics (2009–2017). DKP has also developed a range of educational practices that include learning modules and resources, professional development models, and assessment elements. This planning project aims to connect those new tools for civic education to libraries that have already built their own extensive out-of-school infrastructure for youth learning.

Underserved groups or communities. DKP and MLS are particularly interested in young people from underserved groups and communities. We take this issue into consideration especially in recruiting local partner libraries. See Diversity Plan for more details.

DIVERSITY PLAN

Selection criteria. In consultation with MLS, DKP will select eight to ten local partner libraries—a minimum of four school and four public libraries—based on geographic locations (both rural and urban), social-economic conditions (under-resourced communities), and racial-cultural diversity. While we plan to reach 75% of the libraries in the state, the further use of intentionally selected partners provides an opportunity to deepen our ties to specific communities in the state with intentionality.

Unique needs. We assume that each local library faces different needs and challenges, which are hard for us to know via a top-down approach. This planning project will adopt a participatory approach that would encourage individual libraries to contemplate the particular needs of their communities and their potential to benefit from new civics programming—we will invite local partner libraries to conduct a test run first with the Ten Questions Framework and then suggest ideas to support the better implementation of the Framework, not only for their libraries but also for others similar to theirs.

Development of a diverse workforce. We take the needs of the diverse and underserved communities into careful consideration, which begins with recruitment of the partner libraries. We collaborate with them to identify particular demands from different social, geographic, and economic contexts and find the solutions and pilot them. In consultation with MLS, we incorporate feedback from partner libraries of divergent backgrounds into the key products of this proposed project—including resource building, training model development, assessment tool modification, and dissemination strategies—to make them more relevant and responsive to diverse contexts. Along the way, this endeavor will contribute to the development of a diverse workforce.

BROAD IMPACT

Building greater skills in library professionals. This planning project will help library professionals build greater skills and knowledge to support civic education in a digital age.

Systemic change within the institution and the library field. The planning project will bring innovation to over 1,700 libraries under MLS, and its impact will also reach libraries on the national level. This change will help libraries leverage their existing resources and infrastructure in support of new civic educational opportunities.

Multiple institutions and diverse audience. The Massachusetts Library System serves more than 1,700 libraries of all types and sizes throughout the state, including 373 public libraries and over 700 school libraries. Our goal would be to engage (a) at least one librarian from about 75% of them in our programs, and (b) other libraries beyond the state of Massachusetts on a national level. DKP has already made an effort for nation-level dissemination, as it presented the Ten Questions Framework during the 2017 Midwinter American Library Association Meeting and 2017 American Association of School Librarians Conference. As discussed in the Diversity Plan section, the planning project will embrace strategies to serve diverse audiences, not only school and teen services librarians but also all other librarians serving diverse populations coming from different geographic locations, social and economic contexts, and racial and cultural backgrounds.

Adaptability to other institutions. The very purpose of working with partner libraries serving diverse populations, as well as with MLS, is to increase the adaptability of the Framework—and related educational resources and professional opportunities—to other institutions. The final plan will also consider how libraries can activate or build on their existing relations with other teen-serving community organizations.

Performance goal and measurement statement data. Throughout our grant period, as we pilot professional development workshops and youth-serving programs, we will deploy assessment instruments developed by HULA to measure the impact on all those participants—both librarians participating in professional development sessions and youth participating in programs. This survey data will provide us with evidence to improve our professional development offerings as we iterate on them.

In addition, at the conclusion of our planning project, we will survey participants from our partner libraries with a view to evaluating whether work with us has indeed increased their sense of confidence and preparedness as civic educators in the library context. We will use the “Learning” domains provided in the Performance Goal and Performance Measure Statement(s). In addition, we will expand on those survey items by drawing on the HULA item bank and in particular its measures related to efficacy and new measures for assessing content knowledge in relation to the Ten Questions framework and practices.

Benchmarks. Following a research review of professional development practices across youth-serving organizations, we focus on five elements that are recognized as facilitating effective professional development. Our programs should:

- Present background information, theory, philosophy, and values of the program or practice to staff;
- Introduce and demonstrate important aspects of the new practice or skill;
- Provide opportunities to practice new skills and receive feedback;
- Provide ongoing support and follow-up training; and
- Allow sufficient time for training. (all five from Garst, Baughman, and Franz 2014)

In addition, we draw from “collaboration benchmarks” created by the American Historical Association

for collaborations among scholars and youth-serving educators. These include the following benchmarks (modified to suit the library context):

- For sound professional development, youth-serving educators should be involved at the beginning of planning.
- Content and classroom needs of the youth-serving professionals and youth should be assessed at the beginning.
- The goals of youth-serving professionals and youth as determined through the assessment should be the central focus of the program. (from AHA 2002)

Finally, we draw benchmarks from our own pre-existing professional development work with classroom teachers, to add the following additional benchmarks:

- Participating librarians should have opportunities to create their own learning modules, and these should be synthesized into a program guide for librarians;
- Participating librarians should have opportunities to present their own creative products to professional conferences and to fellow professionals in regional networks;
- Participating librarians should have the opportunities to help develop assessment tools that reflect their own goals; and should gain confidence in using them and analyzing the results.

Measurement of new or improved workforce skills. In addition to training librarians to use our light-touch surveys to assess the impact of their civic education programming on youth, we will also create a brief assessment tool to assess librarian's experiences of efficacy and competence in deploying Ten Questions materials.

REFERENCES (see the supplementary material packet)

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. 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

- V Please check here if you have reviewed Parts I, II, III, and IV below and you have determined that your proposal does NOT involve the creation of digital products (i.e., digital content, resources, assets, software, or datasets). You must still submit this Digital Product Form with your proposal even if you check this box, because this Digital Product Form is a Required Document.

If you ARE creating digital products, you must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

Part I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

Digital products that we intend to create include (a) learning modules and educational resources developed by librarians, teachers, or the members of Harvard's Democratic Knowledge Project and (b) assessment elements developed by Harvard's Humanities and Liberal Arts Assessment project (HULA).

The items under category (a) will be licensed by Creative Commons, which allows the public to share, use, and build upon work created for noncommercial purposes. The items under category (b), however, are the university's intellectual property, and can be disseminated in accord with the university's regulations on intellectual property.

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.

Our organization, Harvard University, allows the public to access the resources under category (a), described in A.1, via the project website (<https://yppactionframe.fas.harvard.edu/>). Sharing those resources with a range of educators, including librarians, teachers, and other professionals who serve youth, will contribute to development of democratic knowledge for new civic education in a digital age.

For items under category (a), we will display a statement at the bottom of the pages that notifies users of related terms of access and conditions of use, with a Creative Commons license attached to the content.

The digital content under category (b) described in the section A.1 (assessment elements, including a participant survey), is the intellectual property of the university. General information about the assessment will be provided on the project website, but not the assessment tools themselves. Users can send an inquiry about the assessment tools, and the Principal Investigator of the project (Danielle Allen) will decide the scope of access to the tools in accord with the university's regulations on intellectual property.

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.

We do not intend to create any products that would involve privacy concerns. We will ensure that the educational resources and assessment elements that we produce will be ethically responsible and culturally sensitive in all respects.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New 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 format you will use.

The digital content and resources that our projects will produce include (a) learning modules and educational resources developed by librarians, teachers, or the members of the Harvard Democratic Knowledge and (b) assessment elements. The items under both categories (a) and (b) will primarily take the form of web-based content.

(a): Educational resources and learning modules will be openly available online, via the project website, <https://ypactionframe.fas.harvard.edu>. They can also be disseminated via hard copy in workshops or conference talks. We will plan to create up to twenty learning modules (the final number is subject to change), and they will be stored and shared primarily in web-based format via the project website.

(b): Assessment elements, such as a participant survey, will be built primarily in Harvard Qualtrics (<https://harvard.qualtrics.com>). We also will use a hard copy format of the survey, when online access is unavailable. We will create one generic type of a survey.

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

We use Open Scholar (<https://openscholar.harvard.edu/>) for the project website and Harvard Qualtrics (<https://harvard.qualtrics.com>) for the survey. The university has purchased the licenses of both platforms.

To create the products, we use Microsoft Word package (Excel, PowerPoint, Publisher, and Word), SAS (statistical analysis software), Adobe Acrobat Reader Pro, and iMovie. The university has purchased the licenses of all software.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

For digital still images, we will adopt a range of digital formats, including PDF, PNG, TIFF, JPEG, JPG, GIF, etc. We will produce images with high resolution that include at least 300 pixels per inch, at 100% size, when printed onto coated paper stock, using a printing screen of 150 lines per inch (lpi).

For digital movies, we will primarily adopt widely used formats, including MP4, MOV, WMV, and AVI. Resolution may vary depending on the size of the final file. But we will keep the resolution as high as possible, meeting at least the following criteria: 1080p (= 1920 x 1080, usually known as FHD or "Full HD" resolution) or 720p (= 1280 x 720, usually known as HD or "HD Ready" resolution)

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

The learning modules will be produced by librarian leaders, deploying their professional expertise, and will be reviewed and edited by the Project Manager, who holds a PhD in education and curriculum design. The PI will also review each learning module to vet quality of the materials produced for our initiative. We will also seek feedback through surveys from workshop participants on the value to them of particular learning modules and suggestions for improvements.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

The project website will be maintained by PI Danielle Allen through Harvard's Open Scholar platform into the indefinite future. At the point that the PI brings the project to a close and ceases to continue refreshing and upgrading the site, she will develop an archiving plan for the site, which she will use her resources as a faculty member to implement.

C. Metadata NA

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, 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).

D. 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).

The digital content under category (a), described in section A.1 (learning modules and educational resources), will be openly available online, via the project website <https://yppactionframe.fas.harvard.edu>, with a Creative Commons license.

The digital content under category (b), described in section A.1 (assessment elements including a participant survey), is the university's intellectual property. General information about the assessment will be provided on the project website, but not the assessment tools themselves. Users can send an inquiry about the assessment tools, and the Principal Investigator of the project (Danielle Allen) will decide the scope of access to the tools, in accord with the university's regulations on intellectual property.

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

- The project site (main): The 10 Questions for Young Changemakers <https://yppactionframe.fas.harvard.edu>,

- The assessment related site (secondary): The Humanities and Liberal Arts Assessment project (HULA), <http://www.pz.harvard.edu/projects/humanities-liberal-arts-assessment-hula>

Part III. Projects Developing Software NA

A. 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 functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

B. Technical Information

B.1 List the programming languages, platforms, 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) and URL(s) for examples of any previous software your organization has created.

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). 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.

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

C.3 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

PART IV: Projects Creating Datasets NA

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

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 personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

A.8 Identify where you will deposit the dataset(s):

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?