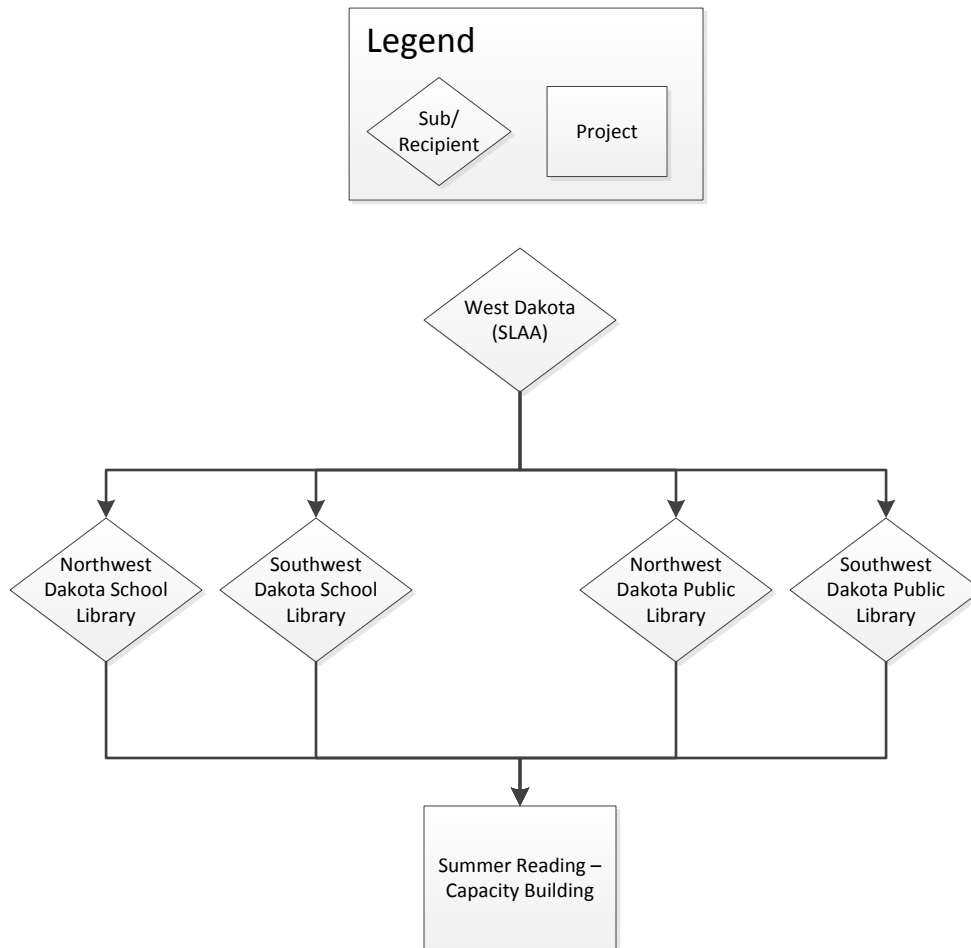


## **Appendix 4: Project Examples**

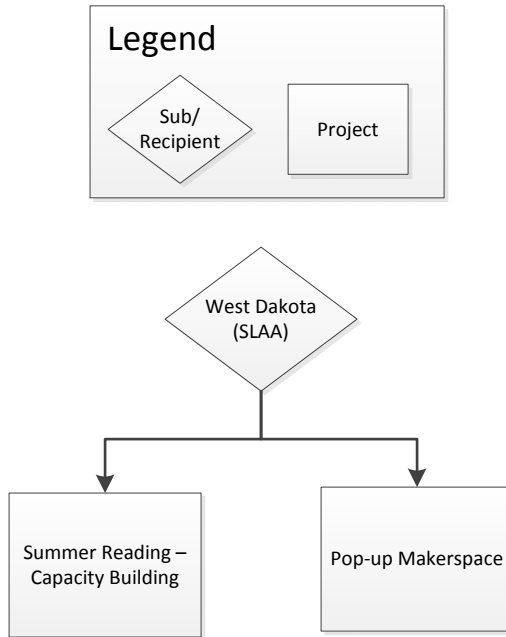
### Scenario A

West Dakota (SLAA) sought to increase participation in lifelong learning activities for all residents in the state. The SLAA provided funds to libraries to attend training on designing summer reading programs and to purchase summer reading manuals for their staff.



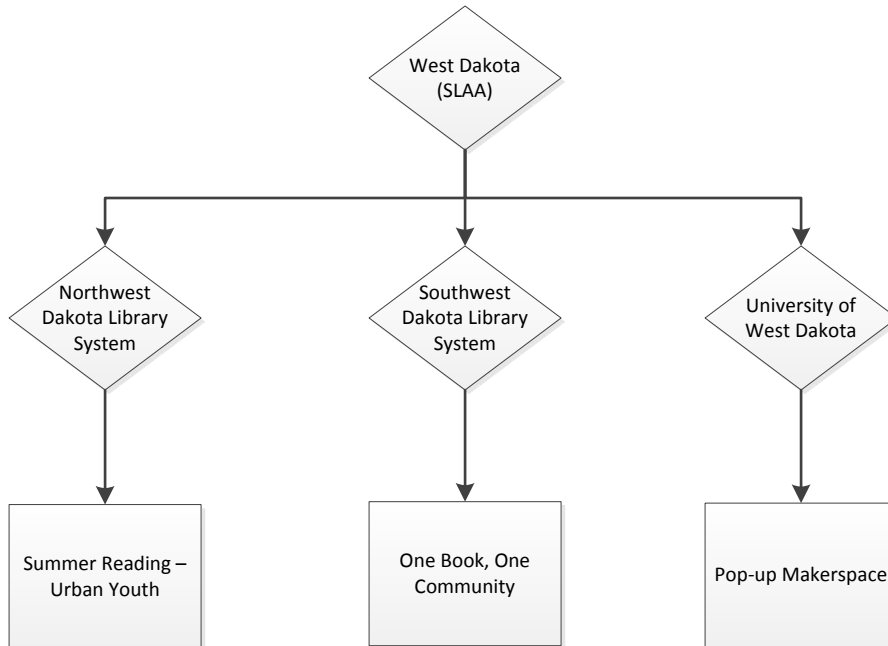
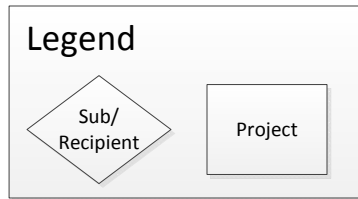
### Scenario B

West Dakota (SLAA) sought to increase participation in lifelong learning activities for all residents in the state. The SLAA provided training on designing summer reading programs and distributed summer reading manuals to libraries across the state. The SLAA also carried out a pilot project on makerspaces.



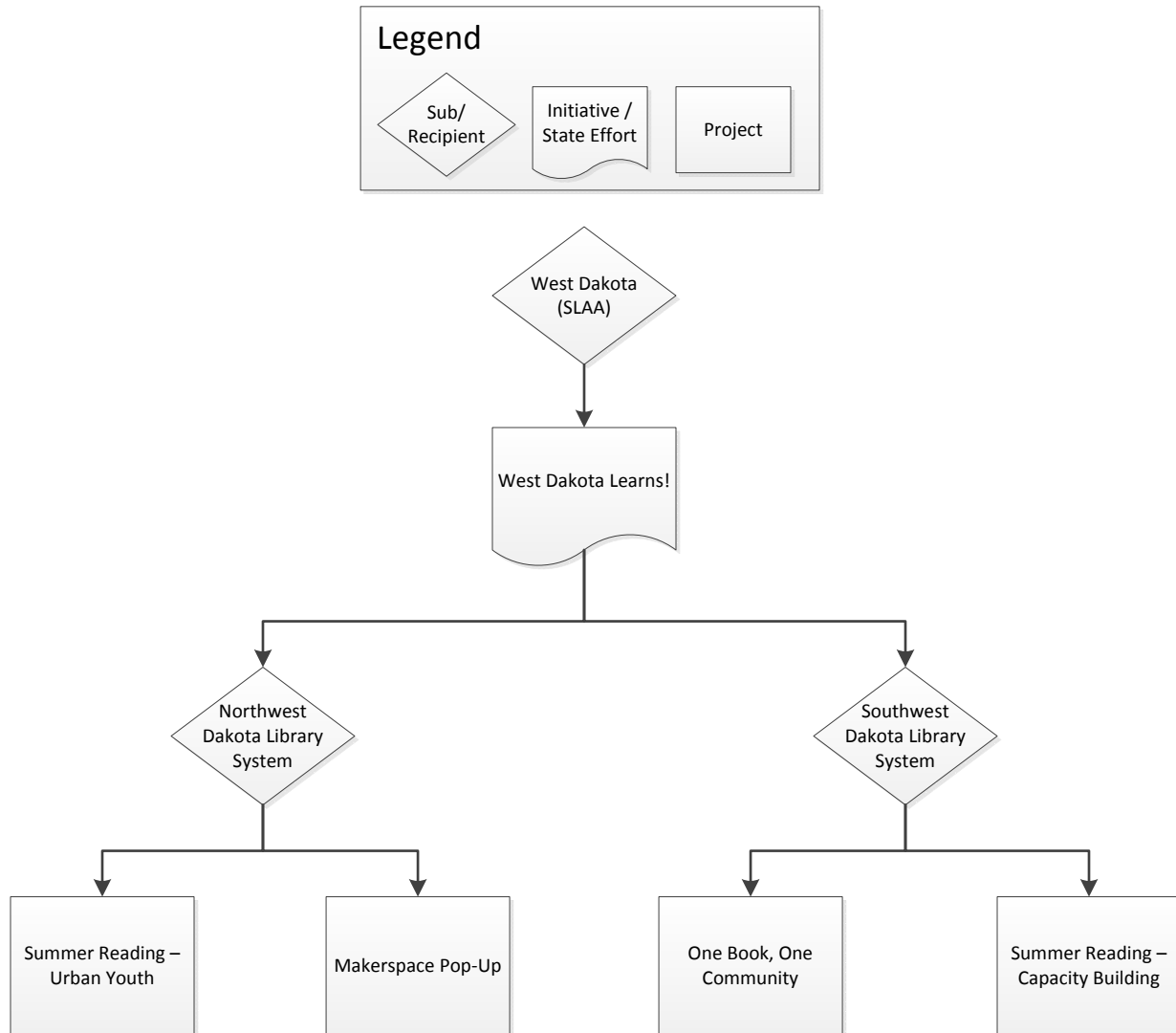
### Scenario C

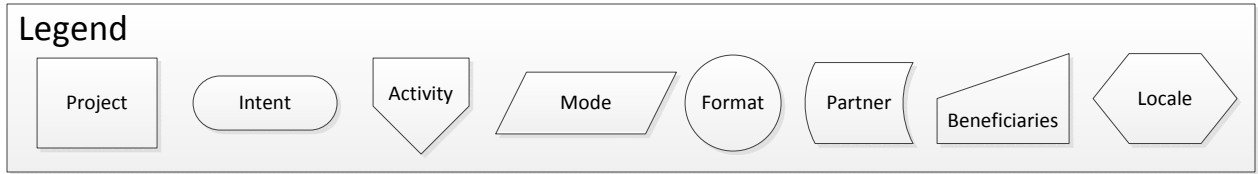
West Dakota (SLAA) sought to increase participation in lifelong learning activities for all residents in the state. The SLAA issued a request for grant proposals and awarded funds to three (3) libraries. Each library carried out one (1) project.



### Scenario D

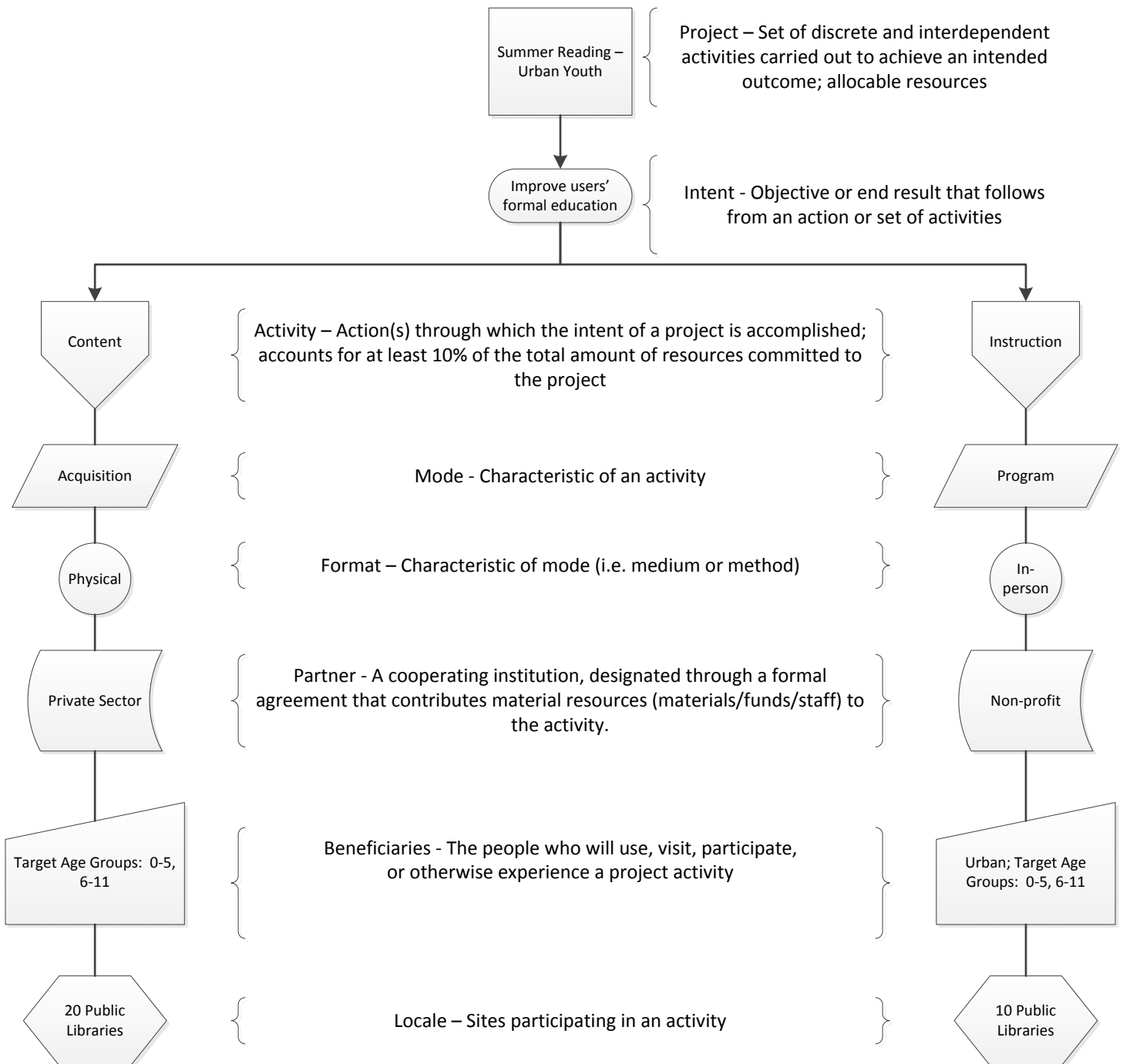
“West Dakota Learns!” sought to increase participation in lifelong learning activities for all residents in the state. The State Library of West Dakota issued two (2) subawards to Northwest Dakota Library System and Southwest Dakota Library System. Both the Northwest Dakota Library System and the Southwest Dakota Library System designed their projects to meet the needs of their respective communities. Project activities were carried out at different libraries within the Northwest Dakota Library System and Southwest Dakota Library System.

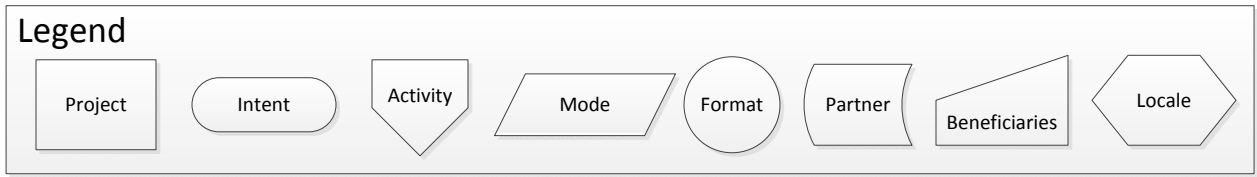




**Project Abstract**

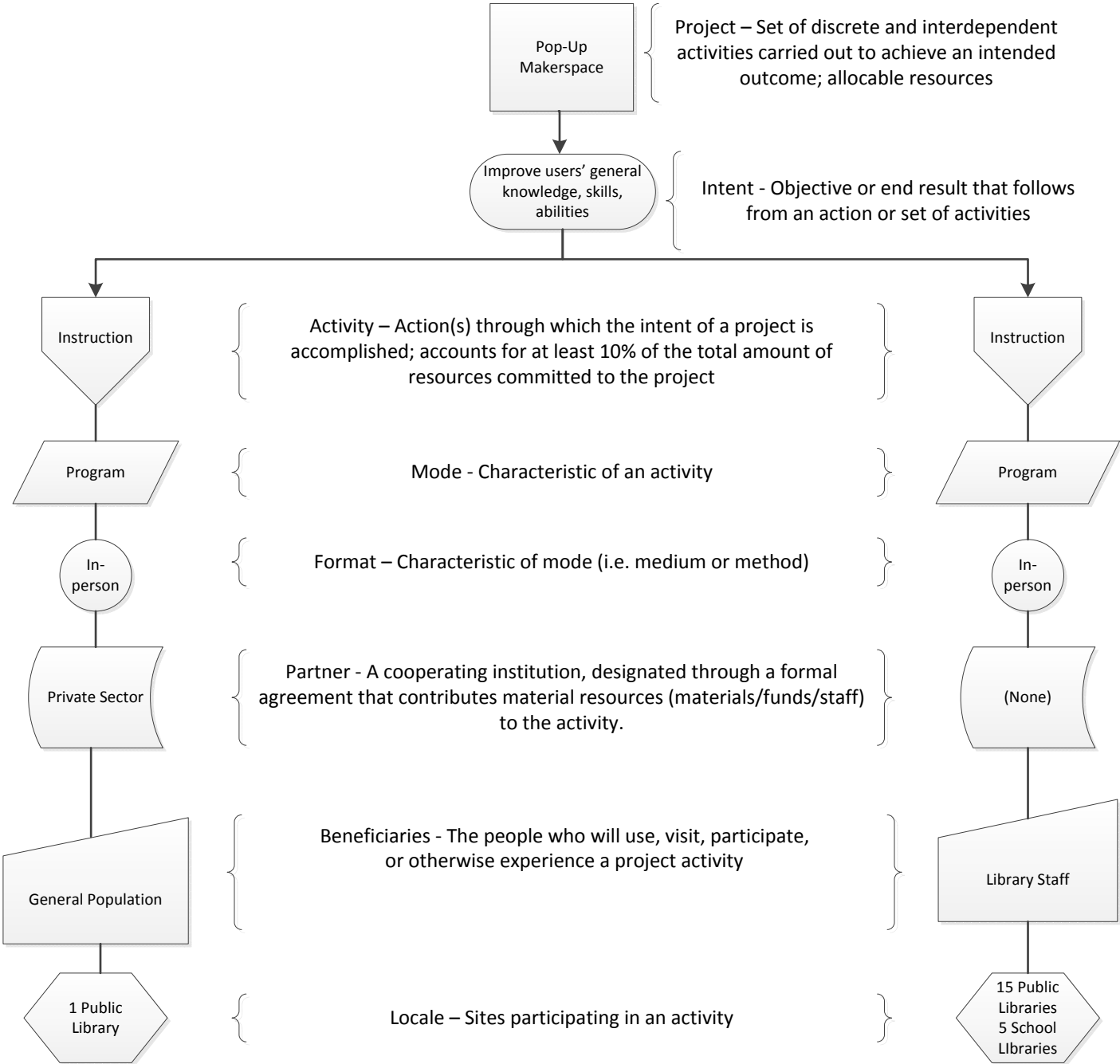
“Northwest Dakota Summer Reading” sought to increase interest in reading among youth in economically challenged communities. 10 public libraries hosted Readathons in churches, malls, and parks across the city which attracted 2,500 attendees. The libraries issued 500 library cards and Readathon participants borrowed over 1,220 titles. The Reach Corporation provided marketing support and promotional materials and Woolmart purchased an additional 5,000 titles for 20 public libraries.

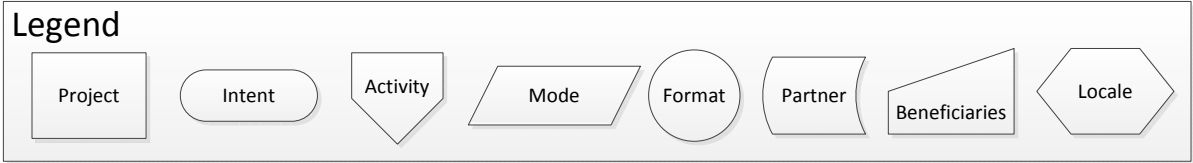




**Project Abstract**

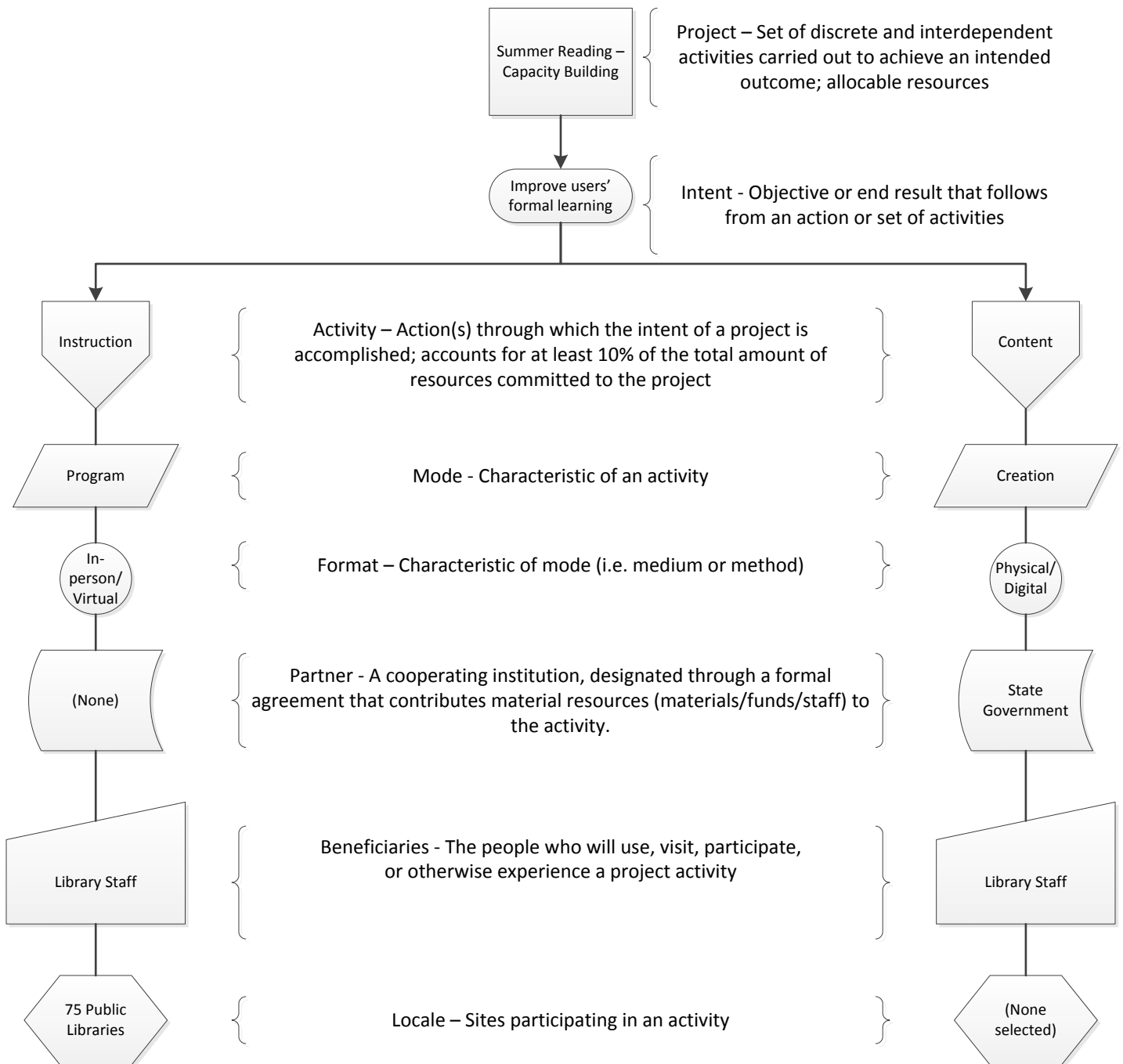
“Pop-Up Makerspace” sought to increase interest in design technology for library users of all ages. The Library contracted local engineers, architects, and computer programmers to provide hands-on instruction to public users. Two local technology firms contributed 30 volunteers to the effort and provided social media support as part of the Library’s marketing campaign. The Library also provided training to library staff from 20 West Dakota libraries on designing, implementing, and evaluating makerspaces.

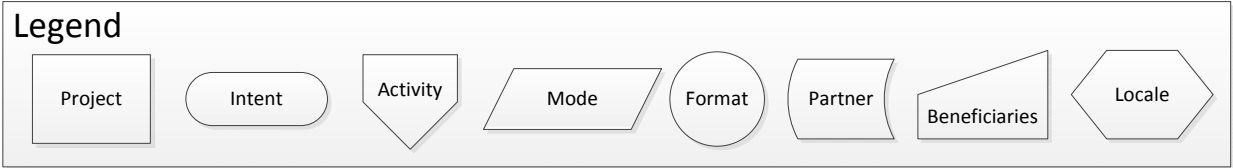




**Project Abstract**

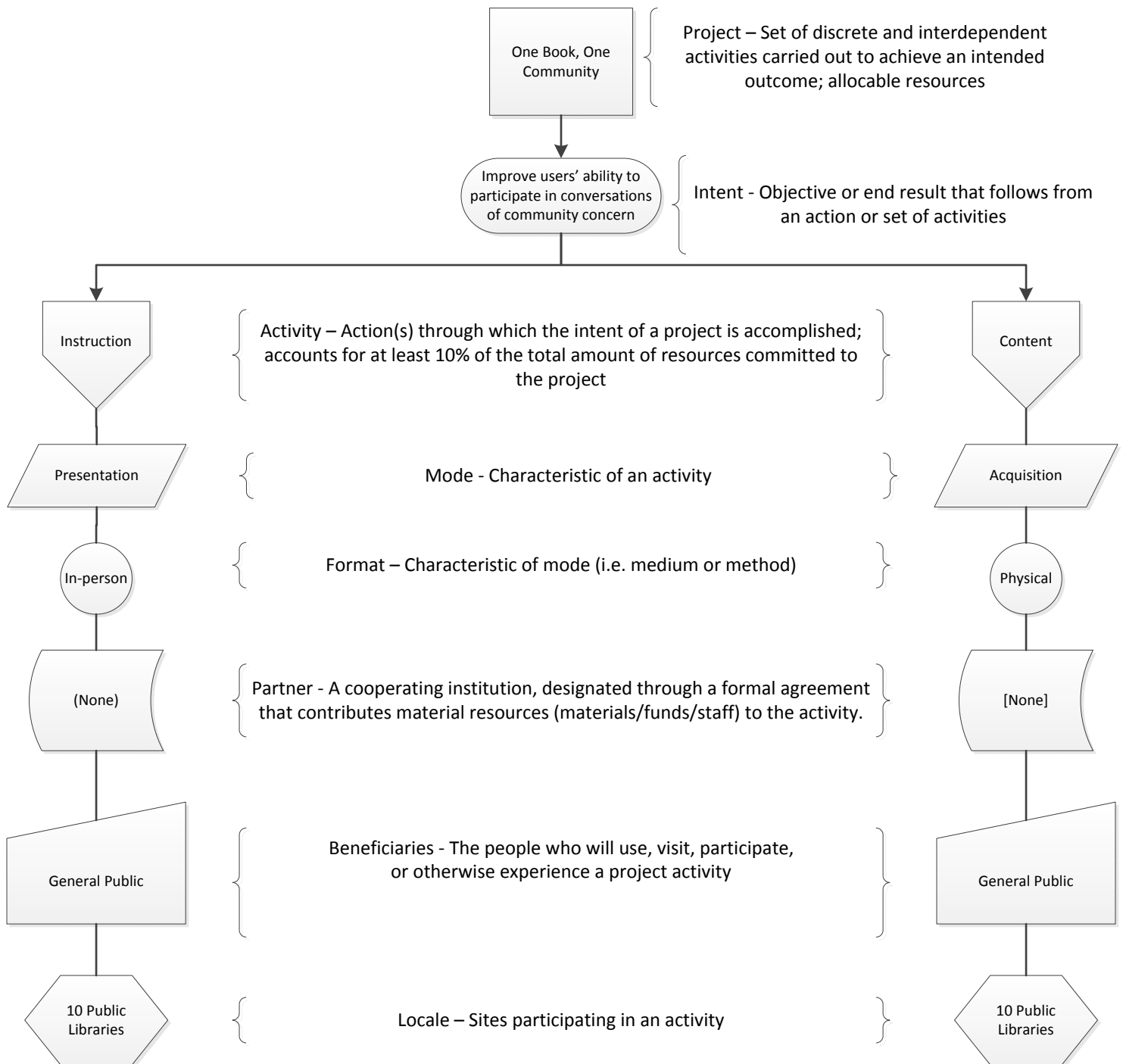
“Summer Reading – Capacity Building” sought to improve the quality of summer reading programs and increase outreach to underserved communities. The Library developed a taskforce consisting of local community members, early childhood researchers, primary school teachers, and youth librarians to create a curriculum on STEAM (Science, Technology, Engineering, Arts, Math). The local university provided the materials and equipment to produce manuals and posted an interactive curriculum to the Web. To increase use of the curriculum, the Library provided 10 webinars and 10 in-person training workshops.





**Project Abstract**

“One Book, One Community” sought to increase participation in lifelong learning activities for all residents through the shared experience of reading and discussing the same books. The Library acquired and distributed 5,000 copies of “The Cellist of West Dakota” as part of their summer reading program. The local university sponsored evening programming that featured local authors followed by performances by the university’s symphony orchestra.



## **Appendix 5: Focal Areas and Intents**

## Appendix 5: Focal Areas and Intents

### Focal Areas and Intents

Focal areas and Intents align projects with priorities and purposes of the IMLS Grants to States (and LSTA) program. They are components of the conceptual categories and controlled vocabulary incorporated to allow for meaningful recording by, analysis of, and comparison across State Reports and the Grants to States Program. Representing the foundation for the organization of evaluative reporting, the six broad Focal Areas are overarching categories of work identified by State Library Administrative Agencies (SLAAs). In the SPR system, Focal Areas are further specified by, and inferred from, Intents: recorded objectives or intended results of an action or set of SLAA work or activities. Intent reporting helps define the “why” of the Grants to States Program.

### What is a Focal Area?

- Represents the foundation for the organization of evaluative reporting in the Grants to States Program
- One of six broad, conceptual categories
  - Institutional Capacity
  - Information Access
  - Lifelong Learning
  - Human Services
  - Employment and Economic Development
  - Civic Engagement
- Further specified by associated intents

### What is an Intent?

- Objective or intended result that follows from an action or set of activities.
- Applicable at the Project and Activity recording levels.
- Fourteen specific intents – tied to the Focal Areas – are available in the SPR system
  - may be further described by assignment of up to two (2) associated subjects

| <b>Focal Area</b>  | <b>Intent</b>   |
|--|---|
| <b><i>Institutional Capacity</i></b><br><i>Add, improve or update a library function or operation in order to further its effectiveness</i>  | Improve the library workforce   |
|  | Improve library's physical and technology infrastructure  |
|  | Improve library operations  |
| <b><i>Information Access</i></b><br><i>Improve access to information</i>   | Improve users' ability to discover information resources.   |
|  | Improve users' ability to obtain and/or use information resources.                                      |
| <b><i>Lifelong Learning</i></b><br><i>Improve users' knowledge or abilities beyond basic access to information</i>   | Improve users' formal education   |
|  | Improve users' general knowledge and skills   |
| <b><i>Human Services</i></b><br><i>Improve users' ability to apply information that furthers their personal, family or household circumstances</i>   | Improve users' ability to apply information that furthers their personal, family, or household finances |
|  | Improve users' ability to apply information that furthers their personal or family health & wellness    |
|  | Improve users' ability to apply information that furthers their parenting and family skills             |
| <b><i>Employment &amp; Economic Development</i></b><br><i>Improve users' ability to apply information that furthers the status of their jobs and/or businesses</i>   | Improve users' ability to use resources and apply information for employment support                    |
|  | Improve users' ability to use and apply business resources  |
| <b><i>Civic engagement</i></b><br><i>Improve user engagement through their library that furthers the common or community good</i><br><br>OR<br><br><i>Improve users' ability to engage in their communities.</i> | Improve users' ability to participate in their community  |
|  | Improve users' ability to participate in community conversations around topics of concern.              |

We suggest that grantees select one (1) intent per project. Selecting a primary intent per project enables the agency to attribute the amount of LSTA funds spent in each focal area and specifically, on each intent within a focal area. While this may take more effort at first, it is essential for the agency and your SLAA colleagues to share best practices and communicate the value of library services to policy makers.

As noted in the Subaward section, one (1) subaward is generally reported as a single project. However, in some circumstances, it may be necessary to report one (1) subaward or one (1) "state effort" as multiple projects with each project containing one (1) intent and a set of

interdependent activities. When warranted, creating a new project is highly recommended as this enables you to share or highlight aspects of a subaward including unique outcomes for activities. This also enables other SLAAs interested in carrying out projects or awarding subawards under this intent to easily find your project, adopt your project's design, and benefit from lessons learned.

It is plausible that an innovative or robust subaward may have multiple intents and multiple activities associated with each intent. In these cases, it is recommended that you:

- determine the activities that map to each intent and
  - allocate or quantify the level of effort for each activity. The level of effort can be calculated by estimating the resources (materials, salaries of people responsible for accomplishing tasks, cost of venue, etc.).
1. If you are able to determine the activities that map to each intent AND allocate or quantify the level of effort for each activity, we suggest that you create new project(s), select one (1) intent for each project, and provide the pertinent details.
  2. If you are able to determine the activities that map to each intent and allocate or quantify the level of effort for each activity but you are NOT able to allocate or quantify the level of effort for each activity, we suggest that you create new project(s), select one (1) intent for each project, and provide the pertinent details. It is permissible to provide an estimate of the project budget. Indicate that the project budget is an estimate in the Project narrative.
  3. If you are unable to determine the activities that map to each intent, we suggest that you select the intent that best characterizes the breadth of all project activities.