

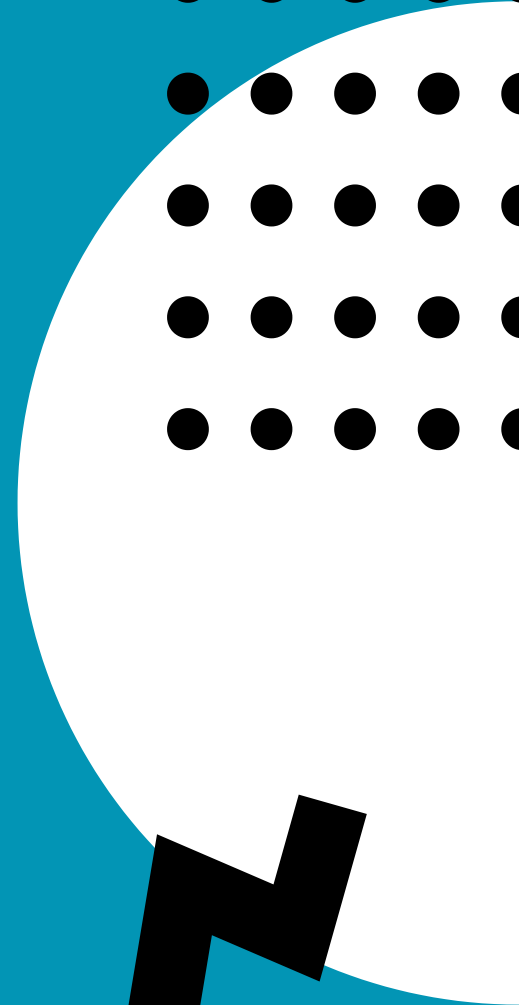

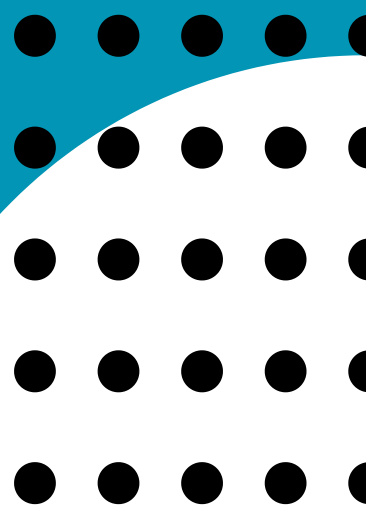


Massachusetts Libraries

BOARD OF LIBRARY COMMISSIONERS

# LSTA direct grant writing workshop

JANUARY 2021

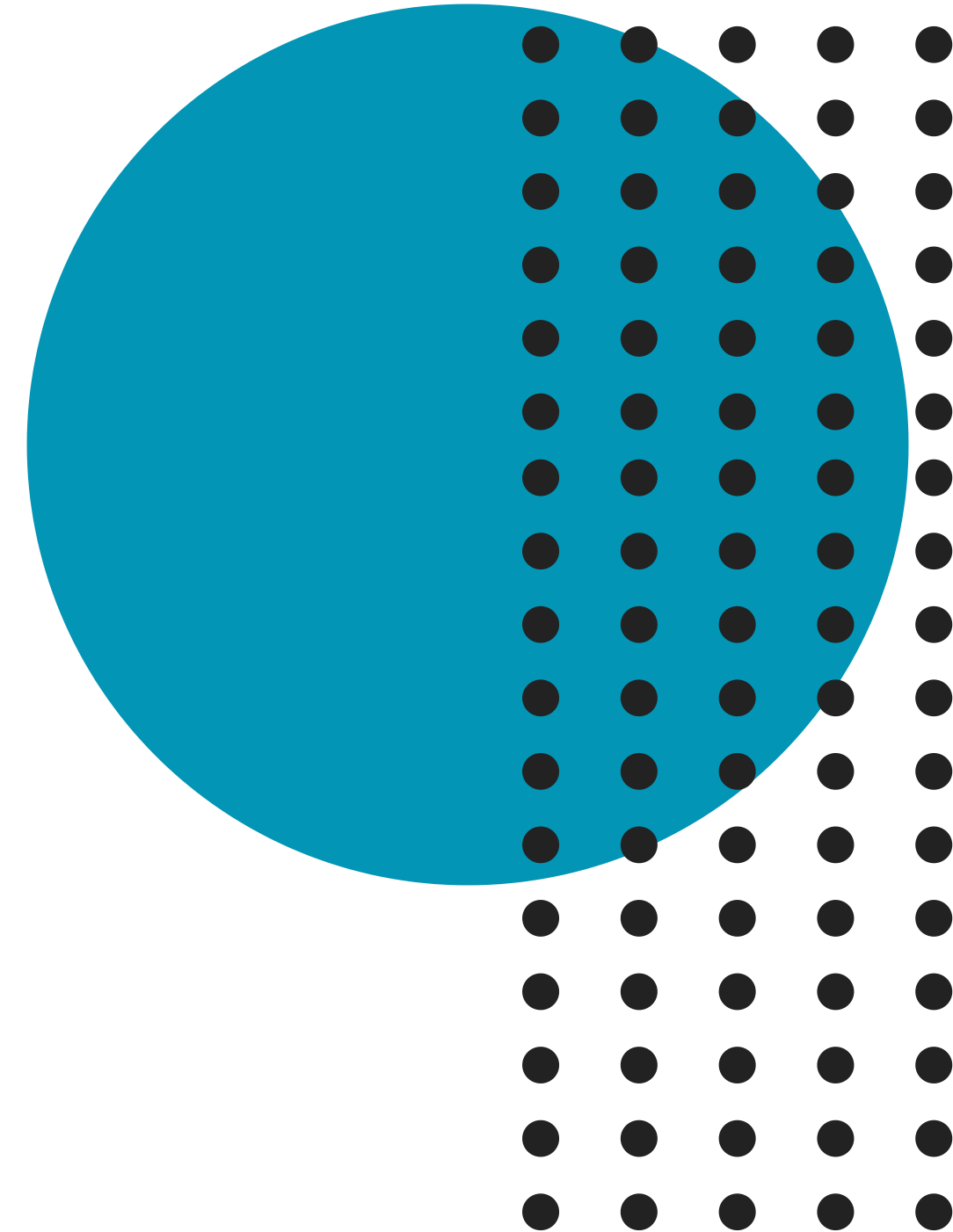


N

# Agenda

- Housekeeping
- Introductions
- Application
- BREAK
- Application
- Wrap up with final questions

Objective: Understand what makes a strong application and how to write one



**What grant  
category are  
you applying  
for?**



# Your Consultant

**Shelley Quezada**

**shelley.quezada@mass.gov**

Access for All  
Anytime STEM Learning  
Citizenship Corners  
Civic Hub  
Mind in the Making  
Open  
Strength in Families

**Kate Butler**

**kate.butler@mass.gov**

Go Local

**Evan Knight**

**evan.knight1@mass.gov**

Archives Arrangement and Description  
Managing Fine and Decorative Arts  
Protecting Priority Collections  
Town-wide Preservation Assessment

**Lyndsay Forbes**

**lyndsay.forbes@mass.gov**

At the Table  
Dig In  
Health and Wellness  
Pathways to Success

# Cover Page

Application details





# Equity Diversity Inclusion

## EQUITY

Everyone gets what they need to  
be successful

## DIVERSITY

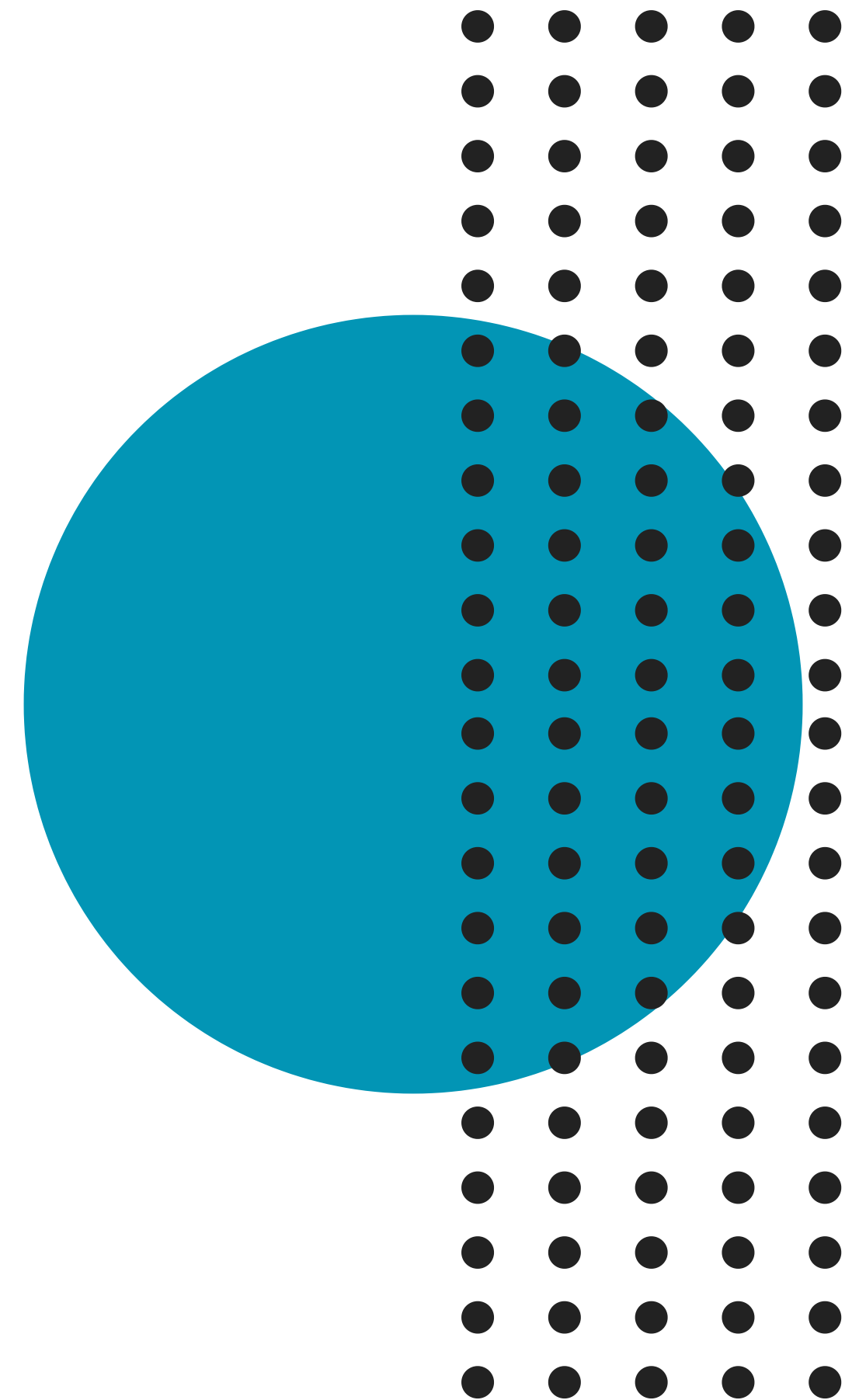
Multiple personal dimensions of  
identity

## INCLUSION

Access to opportunities, services,  
and resources

# Library and community

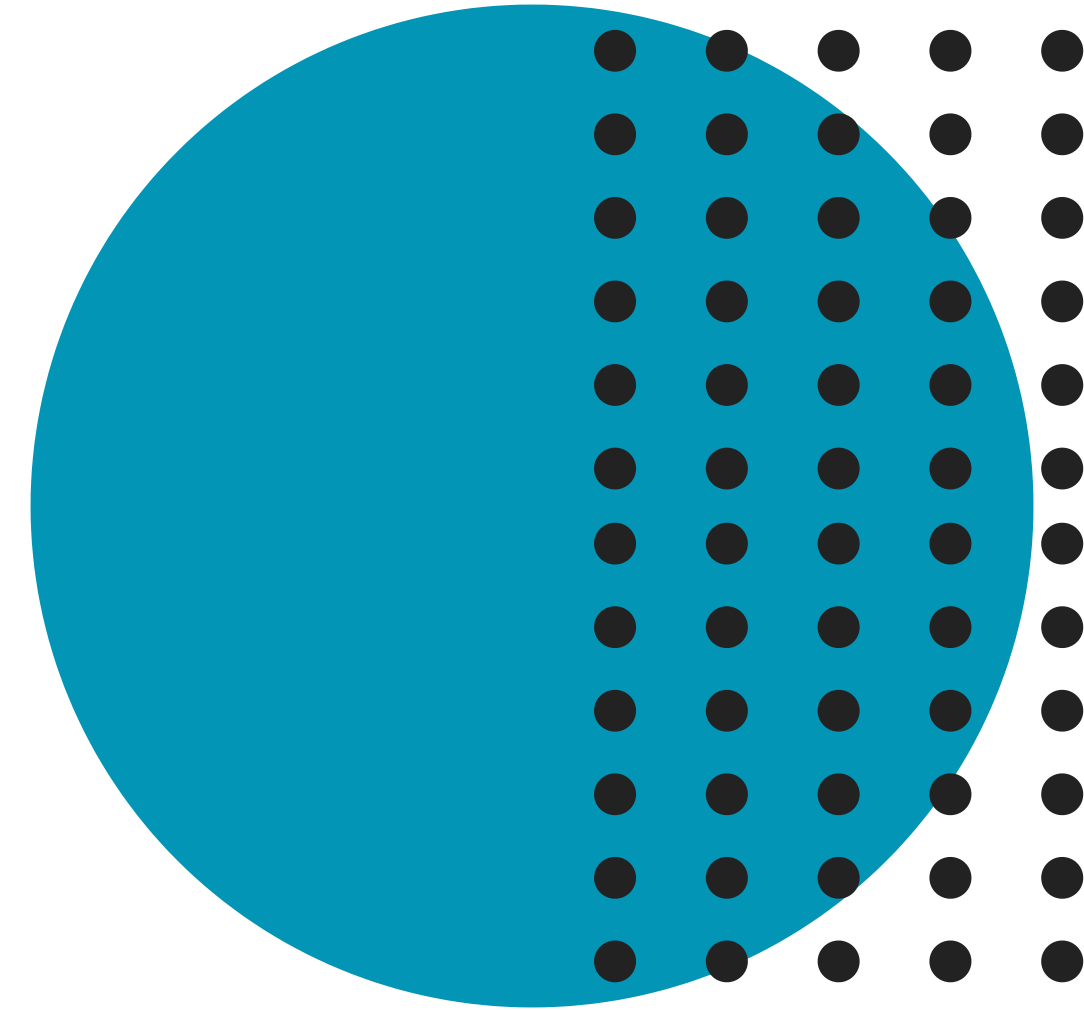
- Do library staff have an understanding of what inclusivity means to the members of their community?
- Is there an atmosphere of respect among staff members and members of the community?





# Library unit

- Is there a teamwork mentality in creating an inclusive environment at the library?
- Does everyone respect the decisions and choices made by the board and administration regarding community engagement and inclusivity at the library?





# EDI in your project

Nature of the project and  
how it is carried out

Community is key!



# Project Summary

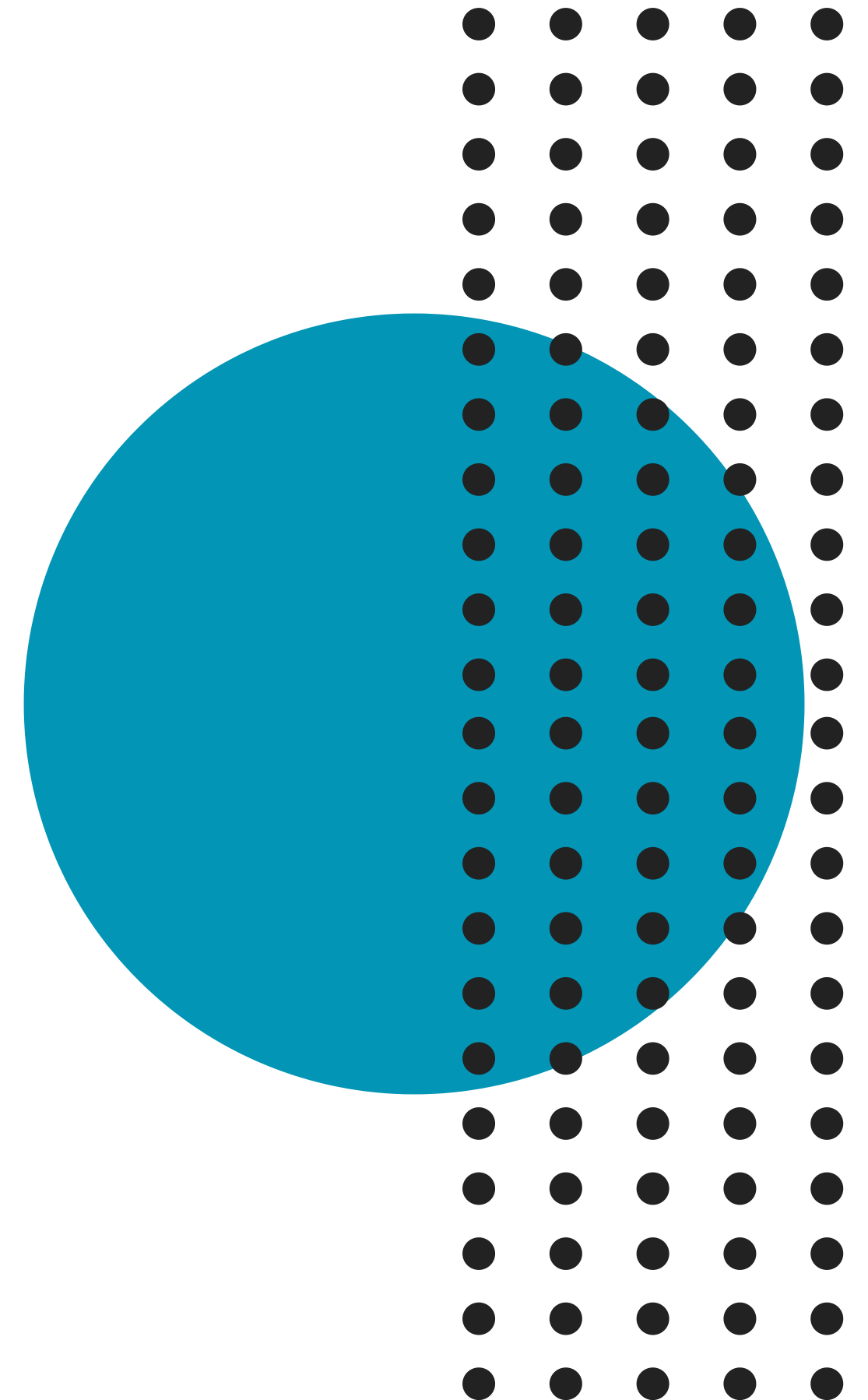
## YOUR ELEVATOR SPEECH

Write it last

# Needs Statement

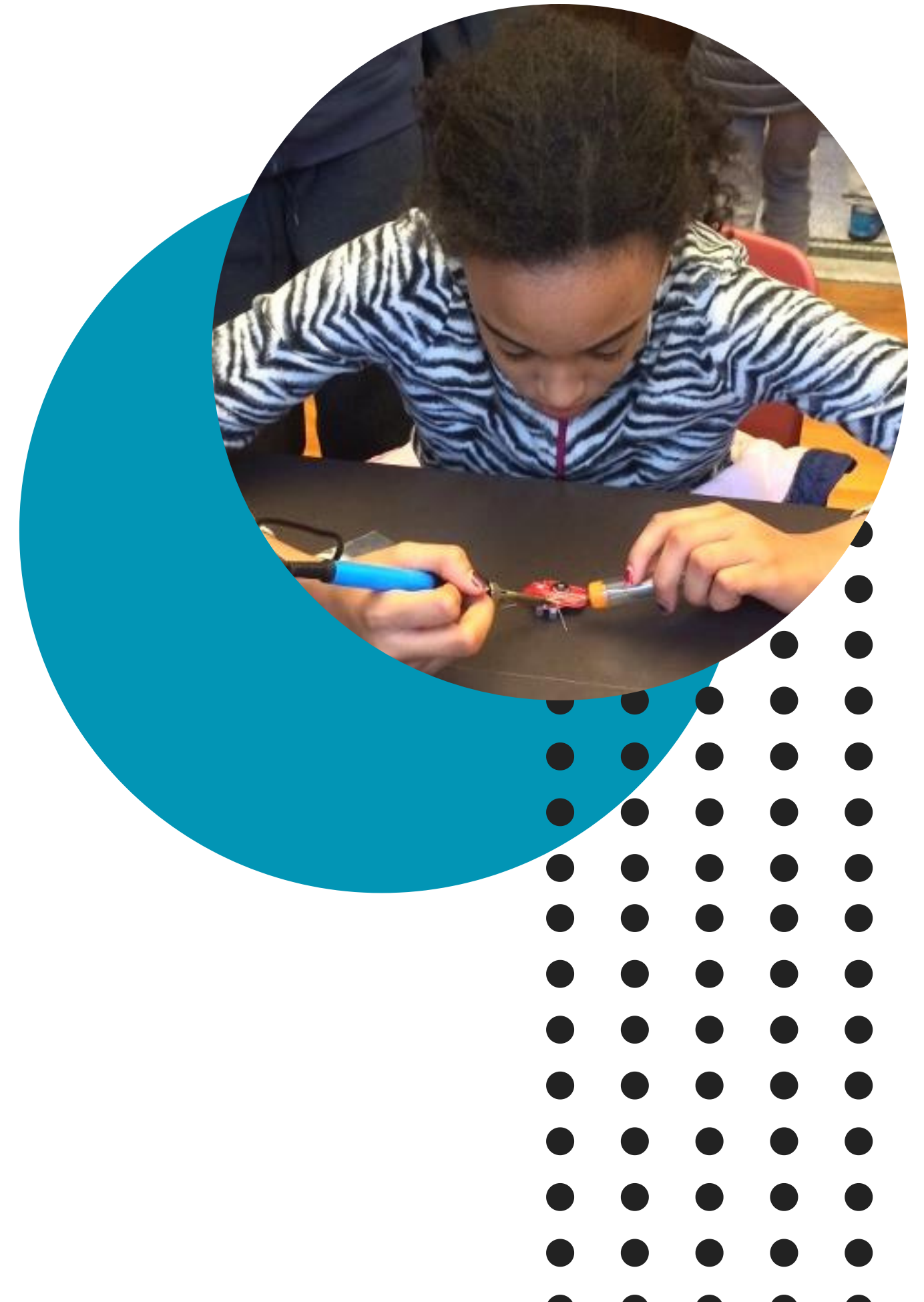
## WHY ARE YOU SEEKING THIS GRANT?

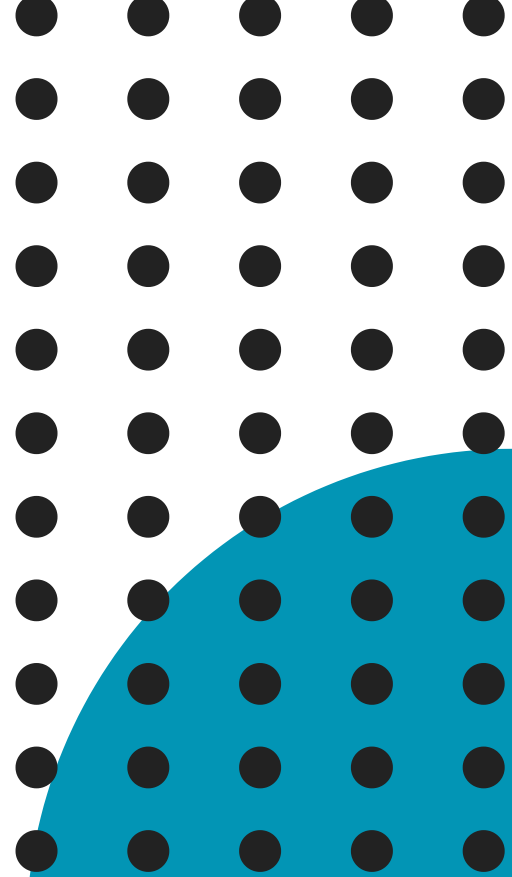
- Compelling case for funding
- Draw readers in
- Support with evidence
- User centered



# Solution and Activities

Describe your solution and present a detailed outline of the work that will be done





# Communication Plan

Who are you trying to reach?  
How will you reach them?



## MESSAGE

## Information strategies for understanding library performance

### HOW MUCH WE DO

Inputs (library resources) and outputs (library services: statistics, gate count, web use logs, and other measures of quantity and productivity)

### HOW WELL WE DO IT

Customer satisfaction, quality benchmarks, rankings

### HOW MUCH WE COST/ WHAT WE'RE WORTH

Return on investment and costs: benefit calculation

### WHAT GOOD WE DO/ WHY WE MATTER

Outcomes measurement, Impact assessment

# Evaluation Plan

## INPUTS

What you are contributing to the project

## OUTPUTS

Products or services produced as a result of the project

## OUTCOMES

User changes



# IMLS Activity Outcomes

- I learned something participating in this library activity
- I am confident using what I have learned
- I am likely to apply what I have learned
- I am more likely to participate in a library activity
- I am more likely to use other library resources and services

.



# Measuring your Plan

## WHO

Individuals or groups  
you will measure

## HOW

Method of  
measurement

## WHEN

Time of  
measurement

## IMPACT

Percent or number  
that will indicate  
change

# Outcome example

For each outcome, you will need to include:

- who you will measure
- how you will measure
- when you will measure
- what your target impact is

Measureable outcome	Data collection method
---------------------	------------------------

80% of participating teens and adults learn at least two new skills or concepts relating to building a viable urban garden	Sticky-note survey at Introduction to Urban Gardening lecture
--	---

90% of participating children ages 6-13 gain at least one new skill or concept relating to gardening, agricultural science and/or nutrition	Oral quiz after each hands-on family gardening workshop and storytime. Children will be asked to tell presenters one thing they learned and one question they still have
---	--

80% of participating adults and teens learn at least 2 new ways to garden safely and successfully at home	Brief written survey at each hands-on gardening workshop
---	--

# Let's practice evaluating outcomes!

Library visitors will become more aware of insects and animals in their world.

A colorful chart will be posted in the hallway of the Children's Room.

Patrons can note with sticky dots what wildlife they see in the butterfly meadow after each visit.

65% of visitors will participate in the charting process.



# Sustainability

## WHAT HAPPENS WHEN THE MONEY'S GONE?

How has the grant affected your community?  
Where are you going next?



# Project Timeline

## YOUR ROADMAP

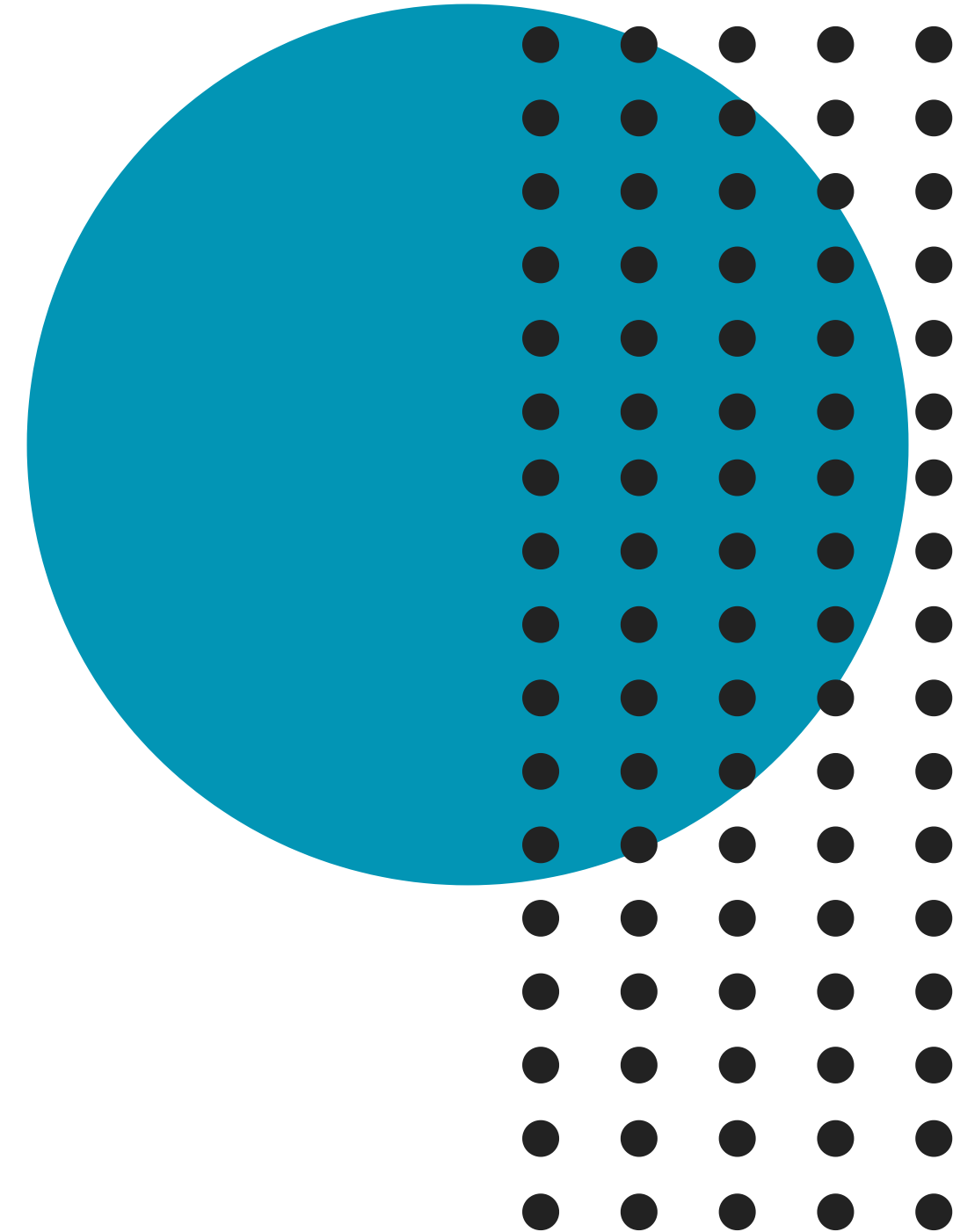
Each task needs an owner and date completed

Consider how much work each participant is being assigned



# Budget

- Meet needs of the project
- LSTA vs. cost share
- 30% cost share
- Narrative for detail
- Check your math





# Budget areas

- Salaries for staff
- Consultant/ program fees
- Travel
- Consumables
- Third party contractors
- Other expenses

# Budget guidelines

Can I buy that?



Unallowable expenses and  
gray areas

# Appendix

## LETTERS OF SUPPORT

Individuals or groups who see  
the value in your project

## LETTERS OF COMMITMENT

Individuals or groups working  
with you on the project

## OTHER RELEVANT INFORMATION

# Dates to remember

FEBRUARY 18

Draft applications due to  
assigned MBLC consultant

APRIL 6

Final LSTA Grant proposals due  
to MBLC.

JULY 8

Board votes on grant  
recommendations and libraries  
are notified.