



LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)
Final Project Narrative Report Questions and Instructions
Goal One Projects

REPORT INSTRUCTIONS

This document is provided for reference purposes only. All reports must be completed and submitted in the State Library's online grants management system, Zengine. Please visit the [Manage Your Current Grant webpage](#) to locate the Zengine portal link for your grant opportunity. Once you have completed your report in Zengine, please click the blue "mark complete" button. Once you have completed the accompanying financial report, click the green "submit" button.

This report is due on the date listed in the LSTA Award Agreement and Certification of Compliance provided with the award packet for this project, along with in your Grant Guide.

In consultation with your project support team, complete all applicable fields in the report.

General Reporting Guidance

- Write for a general audience by avoiding jargon, acronyms, and abbreviations.
- Avoid highly technical project details, numerical lists of project goals, and bullets.
- Provide sufficient detail while keeping content as concise and clear as possible.
- Ensure responses are complete and provide the information requested in each question.
- Proofread your report prior to submission. Check for typos, grammatical errors, or misspellings. Spell out all acronyms the first time you use them.
- Make sure any content refers to the project directly and focuses on activities related to the current, funded project year.
- Ensure all linked/attached materials include the required IMLS acknowledgement which can be found at the bottom of the [State Library's Manage Your Current Grant page](#).



Submitting the Final Narrative Report

You will log in to Zengine to complete all project reports. Once submitted, the Grant Monitor assigned to your project will review the report. If revisions are needed, your grant monitor will notify you, providing revision details and instructions.

Upon approval, an email notification from DocuSign will be sent requesting the Authorized Representative's signature on the report forms. Please follow the DocuSign instructions to complete the electronic signature process. **The report is not considered complete until the DocuSign signature process is complete.**

Further Assistance

Consult your project support team while you complete your reports.

If you need additional assistance completing this report, or for questions regarding Zengine, please contact your Grant Monitor.

If you are not sure who your Grant Monitor is, please refer to your project's award letter included in your award packet or contact LSTAGrants@library.ca.gov.



REPORT QUESTIONS

Project Abstract

Briefly describe your project. What did you do, with whom, and what was the result? (90-160 words)

Project Narrative

Provide an overview of your project, including what you did and with whom, and discuss the impact on participants and library staff. Include: how did this project reduce barriers to service for underserved populations, what did the project team and other library workers learn about equitable library services, and how did you engage with the community in ways that promoted equity? How has this work impacted library staff's ability to design equitable programs and services in collaboration with their local communities? (Up to 300 words)

Success Story

Describe a success story or stories that we should share with stakeholders.

Project Intent

*Choose **one** intent that best describes your project. This should match the intent selected in your grant application.*

- Lifelong Learning
 - Improve users' formal education
 - Improve users' general knowledge and skills
- Information Access
 - Improve users' ability to discover information resources
 - Improve users' ability to obtain and/or use information resources
- Institutional Capacity
 - Improve the library workforce
 - Improve the library's physical and technology infrastructure
 - Improve library operations
- Employment & Economic Development
 - Improve users' ability to use resources and apply information for employment support
 - Improve users' ability to use and apply business resources
- Human Services
 - 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
- Civic engagement
 - Improve users' ability to participate in their community
 - Improve users' ability to participate in community conversation around topics of concern

Subject of Intent

Select the subject(s) that best describe the project. Select no more than two subjects.

- Arts, Culture and Humanities
- Business and Finance
 - Employment
 - Personal Finance
 - Small Business
- Civic Affairs
 - Community Concerns
 - Government
- Education
 - Afterschool activities
 - Curriculum support
- Environment
- General (select only for electronic databases or other data sources)
- Health and Wellness
 - Parenting and family skills
 - Personal/Family health and wellness
- History
- Languages
- Literacy
 - Adult literacy
 - Digital literacy
 - Early literacy
 - Reading program (not Summer Reading)
 - Summer Reading
- Science, Technology, Engineering and Math (STEM)
- Library Infrastructure and Capacity
 - Broadband Adoption



- Buildings and Facilities
- Certification
- Collection Development and Management
- Continuing Education and Staff Development
- Disaster Preparedness
- Library Skills
- Programming and Event Planning
- Research and Statistics
- Outreach and Partnerships
- System and Technologies
- Other (please describe)

Project Outputs

List the outputs of this project. Indicate if they align with those you planned in your application. If they do not, explain.

Examples:

Output	Aligns with original plans?	Explanation
One series of five in person classes on digital literacy for seniors	No—more than planned	Seniors needed more help than we anticipated, so we added two more classes
One webinar on digital literacy skills	No—we did not offer this activity	After talking with seniors we discovered that they wanted and would benefit more from in-person instruction.
Author talk about digital literacy	Yes	n/a

Project Outcomes

Did you measure outcomes for this project, separate from the surveys and self-assessment required by the State Library and Institute of Museum and Library Services (IMLS)?

- Yes
- No



What outcome tools did you develop for this project, separate from the surveys and self-assessment mandated by the State Library and Institute of Museum and Library Services (IMLS)?

- Survey
- Review of Administrative Data
- Interview/Focus Groups
- Participant Observation
- Tests
- Other
 - If other, please explain

List any important outcomes or findings not already discussed in this report.

Do not include quantitative results from required IMLS survey questions. Include any survey results, including quotes and other feedback, that cannot be reported in other parts of the report. Report them in a narrative format, rather than cutting-and-pasting raw data. Avoid listing outputs unless they resulted in important outcomes.

Briefly describe the importance of these outcomes and findings for future program planning. (Up to 150 words)

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project. (Up to 150 words)

Looking Forward

Do you anticipate continuing this project after the current reporting period ends?

- Yes
 - Do you anticipate any change in level of effort in managing this project?
 - Yes
 - No
 - Do you anticipate changing the types of activities and objectives addressed by the project?
- No (If No, you'll move on to the evaluation section)

Evaluation

Was an evaluation conducted for this project?



- Yes
- No (if No, this section is complete)

Was a final written evaluation report produced?

- Yes
- No (if No, this section is complete)

Can the final written evaluation report be shared publicly on the IMLS website?

- Yes
- No (if No, this section is complete)

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator? Select the primary individual responsible for conducting the evaluation.

- Project Staff
- Third-Party

What data collection tools were used for any report outcomes and outputs?

- Administrative Records Review
- Surveys
- Direct Observation
- Interviews
- Focus Groups
- Participant Observation
- Other (explain)

Did you collect any media for the data?

- Photos
- Video
- Audio

What types of methods were used to analyze collected data?

- Statistical Methods
- Qualitative Methods
- Other (explain)

How were participants selected?

- Randomly: We selected people (or items) arbitrarily.
- Systematic Sample: We selected every nth person (or item).



- Targeted Sample: We selected based on a desired characteristic, e.g. age.
- Census: We selected everyone (or every item).
- Word of mouth: We asked participants to tell their community/friends/family and encourage them to participate.
- Other (explain)

What type of research design did you use to compare the value for any reported output or outcome? (Select all that apply; for those that are selected, include a brief narrative description that summarizes reporting approach.)

- No comparison for any reported output or outcome.
- Comparison of a reported output or outcome to an assigned target value.
- Pre-post comparison for a reported output or outcome.
- Comparison for a reported output or outcome to another, non-randomly selected group not participating in the project.
- Comparison for a reported output or outcome to another randomly selected group not participating in project.

Additional Materials

Use the additional materials file upload feature to upload your Final Expenditure Detail Report (required), and any additional attachments that you would like to include.

Include links to project content (e.g. webpages, YouTube videos, social media posts, and other project content available online) in the Additional Materials field. Project content that is not available online shall be submitted as an attachment along with the final narrative report.

LSTA Grant and Equity Work History

Please respond to the following questions.

- During the period of fiscal years 2018-2019 through 2022-2023, did any member of your **project team** participate in a project funded with an LSTA grant from the State Library? (This does not include participating in statewide LSTA-funded initiatives such as the Building Equity-Based Summers project, California Revealed, or California Libraries Learn.)
- During the period of fiscal years 2023-2024 through 2027-2028, has any member of your **project team** participated in a project funded with an



LSTA grant from the State Library? (This does not include participating in statewide LSTA-funded initiatives such as the Building Equity-Based Summers project, California Revealed, or California Libraries Learn.) (This question is not applicable for FY23-24 reporting.)

- During the period of fiscal years 2018-2019 through 2022-2023, did your **organization** receive an LSTA grant from the State Library?
- During the period of fiscal years 2023-2024 through 2027-2028, has your **organization** received an LSTA grant from the State Library? (This question is not applicable for fiscal year 2023-2024 reporting.)
- Not including training and information received as part of this grant, since the 2018-2019 fiscal year, has your **organization** provided or supported continuing education for staff about equity and co-designing programs with your local community? If yes, provide a brief description (word limit: 100).

Progress Toward Project Goal

Your project aligns with Goal 1 of the State Library's Five-Year Plan for Grantmaking, which is to strengthen the ability of California libraries to design equitable programs and services in collaboration with their local communities. Your project team will use the following self-assessment tool throughout the grant period to measure your progress.

Your project support team is available to provide support to you throughout the grant period. You complete this self-assessment three times: (1) after your first community of practice meeting, (2) as part of your mid-year report, and (3) as part of your final reporting. It is designed to help you and the State Library measure your progress.

Reflect on Your Progress

Note: for statewide capacity projects, including Literacy Initiatives and Building Equity Based Summers, use the self-assessment tool that starts on page 11.

On a scale of 1 to 7, how would you rate your progress in meeting the standard of each indicator? A lower rating is not assessed negatively. With that in mind, an honest response allows you and the State Library to truly understand your challenges and successes and most accurately chart your progress. If you have previous experience and/or knowledge relating to the current project and progress toward meeting the standard of each indicator, this should be reflected in your self-assessment.



<p>Indicator A: Project team and community members are able to articulate an understanding and common language of equity principles and practices.</p>
<p>Skills areas include: co-design, centering equity in practice, building and expanding partnerships, serving marginalized communities.</p>
<p>1 We have not started building skills</p>
<p>2 We have started planning in this area of skill building</p>
<p>3 We have taken first steps in building skills</p>
<p>4 We are continuing to build skills</p>
<p>5 We are beginning to demonstrate skills and behaviors</p>
<p>6 We consistently demonstrate skills and behaviors across multiple areas of the project</p>
<p>7 Our skills and behaviors are expanding beyond the project to other projects and other parts of the library</p>
<p>Please reflect on your rating. While reflecting, consider the following:</p> <ul style="list-style-type: none"> • What do you see as barriers? • What do you see as successes? • What would you like to do differently? • What do you want to learn? • What help do you need? • Other comments
<p>Indicator B: Project team engages in professional development activities that integrate learning with practice, embed co-design, and focus on targeted universalism.</p>
<p>Action areas include: prioritizing equity among training opportunities for project team, providing time for project team to take training, supporting project team in implementing what they learned.</p>
<p>1 We have not started professional development in these areas</p>
<p>2 We have started planning professional development in these areas</p>
<p>3 We have started professional development in these areas</p>
<p>4 We are continuing professional development in these areas</p>
<p>5 We are beginning to demonstrate skills and behaviors learned in professional development in these areas</p>
<p>6 We consistently demonstrate skills and behaviors learned in professional development across multiple areas of the project</p>



7 Our skills and behaviors learned are expanding beyond the project to other projects and other parts of the library

Please reflect on your rating. While reflecting, consider the following:

- What do you see as barriers?
- What do you see as successes?
- What would you like to do differently?
- What do you want to learn?
- What help do you need?
- Other comments

Indicator C: Project team engages in new or expanded partnerships and collaborations with community stakeholders and groups from targeted populations.

Skills areas include: co-design, centering equity in practice, building and expanding partnerships, serving marginalized communities.

1 We have not started building skills

2 We have started planning in this area of skill building

3 We have taken first steps in building skills

4 We are continuing to build skills

5 We are beginning to demonstrate skills and behaviors

6 We consistently demonstrate skills and behaviors across multiple areas of the project

7 Our skills and behaviors are expanding beyond the project to other projects and other parts of the library

Please reflect on your rating. While reflecting, consider the following:

- What do you see as barriers?
- What do you see as successes?
- What would you like to do differently?
- What do you want to learn?
- What help do you need?
- Other comments

Indicator D: Project team removes barriers to service to marginalized populations.

Skills areas include: co-design, centering equity in practice, building and expanding partnerships, serving marginalized communities.

1 We have not started building skills

2 We have started planning in this area of skill building



3 We have taken first steps in building skills
4 We are continuing to build skills
5 We are beginning to demonstrate skills and behaviors
6 We consistently demonstrate skills and behaviors across multiple areas of the project
7 Our skills and behaviors are expanding beyond the project to other projects and other parts of the library
<p>Please reflect on your rating. While reflecting, consider the following:</p> <ul style="list-style-type: none"> • What do you see as barriers? • What do you see as successes? • What would you like to do differently? • What do you want to learn? • What help do you need? • Other comments

Reflect on Your Progress (Statewide Capacity Projects)

On a scale of 1 to 7, how would you rate your progress in meeting the standard of each indicator? A lower rating is not assessed negatively. With that in mind, an honest response allows you and the State Library to truly understand your challenges and successes and most accurately chart your progress. If you have previous experience and/or knowledge relating to the current project and progress toward meeting the standard of each indicator, this should be reflected in your self-assessment.

<p>Indicator A: Library workers and community members are able to articulate an understanding and common language of equity principles and practices.</p>
<p>Skills areas include: co-design, centering equity in practice, building and expanding partnerships, serving marginalized communities.</p>
1 We have not started building skills
2 We have started planning in this area of skill building
3 Library workers have taken first steps in building skills
4 Library workers are continuing to build skills
5 Library workers are beginning to demonstrate skills and behaviors
6 Library workers consistently demonstrate skills and behaviors across multiple areas of the project



7 Library workers' skills and behaviors are expanding beyond the project to other projects and other parts of the library

Please reflect on your rating. While reflecting, consider the following:

- What do you see as barriers?
- What do you see as successes?
- What would you like to do differently?
- What do you want to learn?
- What help do you need?
- Other comments

Indicator B: Library workers engage in professional development activities that integrate learning with practice, embed co-design, and focus on targeted universalism.

Action areas include: prioritizing equity among training opportunities for project team, providing time for project team to take training, supporting project team in implementing what they learned.

1 We have not started offering professional development in these areas

2 We have started planning professional development in these areas

3 Library workers have started professional development in these areas

4 Library workers are continuing professional development in these areas

5 Library workers are beginning to demonstrate skills and behaviors learned in professional development in these areas

6 Library workers consistently demonstrate skills and behaviors learned in professional development across multiple areas of the project

7 Library workers' skills and behaviors learned are expanding beyond the project to other projects and other parts of the library

Please reflect on your rating. While reflecting, consider the following:

- What do you see as barriers?
- What do you see as successes?
- What would you like to do differently?
- What do you want to learn?
- What help do you need?
- Other comments

Indicator C: Library workers engage in new or expanded partnerships and collaborations with community stakeholders and groups from targeted populations.

Skills areas include: co-design, centering equity in practice, building and expanding partnerships, serving marginalized communities.



1 We have not started building skills
2 We have started planning in this area of skill building
3 Library workers have taken first steps in building skills
4 Library workers are continuing to build skills
5 Library workers are beginning to demonstrate skills and behaviors
6 Library workers consistently demonstrate skills and behaviors across multiple areas of the project
7 Library workers' skills and behaviors are expanding beyond the project to other projects and other parts of the library
<p>Please reflect on your rating. While reflecting, consider the following:</p> <ul style="list-style-type: none"> • What do you see as barriers? • What do you see as successes? • What would you like to do differently? • What do you want to learn? • What help do you need? • Other comments
<p>Indicator D: Project team removes barriers to service to marginalized populations.</p>
<p>Skills areas include: co-design, centering equity in practice, building and expanding partnerships, serving marginalized communities.</p>
1 We have not started building skills
2 We have started planning in this area of skill building
3 Library workers have taken first steps in building skills
4 Library workers are continuing to build skills
5 Library workers are beginning to demonstrate skills and behaviors
6 Library workers consistently demonstrate skills and behaviors across multiple areas of the project
7 Library workers' skills and behaviors are expanding beyond the project to other projects and other parts of the library
<p>Please reflect on your rating. While reflecting, consider the following:</p> <ul style="list-style-type: none"> • What do you see as barriers? • What do you see as successes? • What would you like to do differently? • What do you want to learn? • What help do you need? • Other comments

