

Example Project Abstracts and Activity Descriptions

For LSTA & ARPA Final Reports

For the Final Report, all grant projects require an overall project abstract and *at least one* activity. Each activity will have its own description. **Abstracts** generally describe the overall project, including what the project's overall goals were, a high-level overview of the activity/activities that occurred to carry out the project, the target audience, and the result. It generally answers the question, "What did your project do?" while the activity abstracts answer the question, "How did you do it?" **Activity descriptions** go into greater detail, including some numerical data. For clarification on what we mean by Activities, please see the Activity Worksheet, [here](#), as well as information on which Activities require specific IMLS' surveys, [here](#).

It is important to note that projects with only 1 activity cannot use the same as Activity description as the Project Abstract. The Project Abstract should be more general, while the Activity description will be more specific and detailed.

These examples are not meant to be exhaustive, but rather to give you a better understanding of what kinds of things we are looking for in Abstracts and Activity descriptions. If you are unsure of how to proceed with writing your final report abstract and activities, please email us at lsta@ncdcr.gov - we are happy to help you!

PLANNING AND ASSESSMENT EXAMPLE

Planning grants typically have 1 Activity (although more can be added depending on your project). However, the overall Abstract for the project needs to be different from the specific Planning Activity Abstract. See below for an example with rationale.

Abstract - Good Example

Local Public Library created an up-to-date strategic plan to ensure that our diverse users have the services, programs, and materials that best meet their needs. This plan was based on demographic information and input gathered during the community assessment process. The assessment and planning process helped us to identify community needs and enabled us to integrate those needs into meaningful library goals and objectives. A

consultant facilitated this process. The plan was then shared with the staff and the community. It will be implemented starting in the 2023-2024 fiscal year.

Why is this a good example?

The abstract succinctly describes what was created (a plan and an assessment), who the target was (the library's users), and the result (implementation of the strategic plan to occur in the future). It omits dollar amounts and names. It briefly describes the overall project like a **snapshot**. The specifics of the project will then be described in greater detail in the project activity or activities. The budget section and outcomes section will round out the report.

Planning & Assessment Activity Description – Good Example

This grant funded the creation of a Five-Year Strategic Plan, as well as a robust Community Needs Assessment. First, our consultant assessed the community, which included a public survey, a staff survey, 4 public focus groups, 3 staff focus groups, one-on-one interviews with 7 stakeholders, an analysis of our community demographics, and a review of 10 years' worth of library statistics. Draft plans were created and revised based on the Community Needs Assessment, and GIS maps were incorporated into the final plan. A dashboard was also created to help us keep track of library activities toward reaching our goals as the plan is implemented. The final Five-Year Strategic Plan was then approved and will be implemented in the coming Fiscal Year.

Why is this a good example?

This Activity description walks the reader through the planning and assessment process, describing in general detail what was done (surveys, focus groups, interviews, data analysis) and the result (community assessment and strategic plan). It includes some numerical data to aid the reader's understanding of the effort of this activity, but avoids going into extreme detail, such as the findings of the Assessment or key points of the Plan, since the final Plan will be attached to the report. Additionally, some of the findings can be described in the Outcomes section of the report.

Note about this Planning & Assessment Activity

Although a survey is listed on our website for Planning activities, it should be noted that Planning and Assessment Activities are generally for the benefit of the patrons, not the staff. The Planning survey is only intended in rare cases where Planning & Assessment efforts are only to the benefit of staff.

MAKERSPACE EXAMPLE

In this example, the project will have 2 Activities: **Instruction-Program** for the hands-on Makerspace programming, **Content-Acquisition** for the purchase of the Makerspace materials.

Abstract – Good Example

Although some schools and colleges in our service area have makerspaces, the coverage is uneven and does not involve the community at large. Local Public Library created a makerspace program for all ages to bridge this gap and meet the community's need for access to and instruction of maker technologies. Programs included instruction by staff and community experts on technologies such as 3-D design and printing, coding, robotics, and digital art and editing. Makerspace supplies were purchased to support the program. Our makerspace program supports artistic expression, lifelong learning, and entrepreneurial development our diverse community.

Why is this a good example?

The abstract succinctly describes what was created (makerspace program), who the target was (library users of all ages needing access to maker technologies), and the result (implementation of programming by library staff and community experts). It omits dollar amounts and names. It briefly describes the overall project like a **snapshot**. The specifics of the project will then be described in greater detail in the activity descriptions for the programming and purchased materials. The budget section and outcomes section will round out the report.

Instruction-Program Description – Good Example

Makerspace programs for ages 0-5 were offered in conjunction with regular Storytime programs, and followed a building theme using Magna Tiles, Keva Planks, and Kid K'nex. Makerspace programs for ages 6-12 included coding, robotics, 3D printing, and building sets. Our teen Makerspace programs provided opportunities for teens to explore both simple technologies (such as working with building sets) and more complex technologies (such as graphic design and coding). Finally, Makerspace programs for adults provided a hands-on introduction to 3D printing, vinyl cutting, sewing machines, and audio/visual technology. Known community makers and library staff lead these programs.

Why is this a good example?

This Activity description walks the reader through the Makerspace programs offered for various ages, but avoids going into extreme detail, such as the number of sessions and attendees, since that will be covered in the quantity section after the description. It demonstrates how the programs were genuinely for all ages and for various makerspace topics. It also clues us in to what supplies were needed for the programs without

describing that in too much detail, since the budget area of the report has detail about the supplies that were purchased. Also, the Content-Acquisition activity will cover how the materials were purchased.

Also in this example, even though the target audiences were different ages, since they were all members of the public **and** the content of all programming was related to making, this can be one activity. If, however, library staff were instructed on how to use the technology, that would need to be a separate Instruction-Program activity due to it not being targeted to the public. As another example, if some of the Instruction-Programming was related to a non-makerspace umbrella topic, such as genealogy, then that would need to be a separate activity.

Note about this Instruction-Program Activity

Instruction-Program activities are hands-on in nature and require specific survey data - unless the program's audience was children. In this example, both children and adults participated in the hands-on makerspace instruction-programming. We would expect to see the survey results only from the adult participants. That specific survey can be [found here](#) in the table, next to "Instruction/Program, when the activity is directed at the General Public." During the Final Report, you would submit the survey results, the template for which is located next to the Survey in that table.

Content-Acquisition Description – Good Example

Local Public Library purchased supplies that supported the Makerspace programs. Supplies were curated to meet program needs and were targeted for the intended age group of each program. Librarians purchased the supplies and materials after careful review of brands and specifications, and according to local purchasing policies. Additionally, the 3D Printer we purchased was strongly recommended by an experienced community member, who also volunteered to lead hands-on instruction in its use.

Why is this a good example?

Although short, this description succinctly describes how and why the items were chosen without duplicating the list of supplies purchased in the Budget section. It also gives us a sense of thoroughness in why they chose the items.

If you have specific questions while you are writing your final report, please reach out to us at Ista@ncdcr.gov. We are happy to help!