

The American Library Association Public Programs Office (ALA PPO) requests a \$224,458 National Leadership Grant to support the creation of adult media literacy programming resources focused on how the often-overlooked structural parts of the internet affect the information people see and find online. These structural parts include things like algorithms, cookies, data governance, advertising technology, etc., which are usually invisible to users but can have a significant impact on what they see online. This two-year implementation project continues the work started in the IMLS-funded *Media Literacy Education in Libraries for Adult Audiences*¹ initiative by building upon the finding that library workers need ready-made program models and resources that can be used easily to implement media literacy programming in their communities.

To create these resources, ALA PPO will work with six advisors who will function as content experts and co-developers of project deliverables. Two primary outputs will result: 1) a programming guide and 2) a series of five webinars. The guide and webinars will contain best practices, resources, reading lists, templates, and program models for libraries. This implementation project aligns with IMLS Goal 1: Champion Lifelong Learning and Objective 1.1: Advance shared knowledge and learning opportunities for all.

Project Justification

U.S. adults are in critical need of media literacy, specifically access to materials, tools, and opportunities to understand how to evaluate the validity of online information that is pushed to them in their social feeds or found through searches. With the ongoing pandemic, an adult's inability to identify valid information can have a devastating effect on the health of the individual, their family, and larger community if they choose to take action (or not take action) as a result of faulty information they find. As a PEW study conducted in 2020 found, only "three-in-ten U.S. adults (28%) say they are very confident that they would know what steps to take to check the accuracy of news and information about the coronavirus outbreak"². Due to this, it is more critical than ever to provide opportunities for adults to learn how to accurately assess what they see and hear through various online media.

As trusted institutions, libraries are well-positioned to educate adults on media literacy and to function as providers of accurate information for their communities. However, media literacy is a broad, ever-evolving subject, and the pandemic has greatly impacted libraries' ability to dedicate resources to researching the most up-to-date best practices and creating new programs for their communities on the subject. While many libraries have taken on the role of sharing accurate information with their communities about the public health crisis, few are able to also create new programs/resources that help adults identify valid information on their own. This project seeks to mitigate that issue by creating a suite of ready-made program models and

¹ American Library Association "[Media Literacy Education in Libraries for Adult Audiences](#)" (January 2021)

² Gottfried, Jeffrey. "[Around three-in-ten Americans are very confident they could fact-check news about COVID-19. Pew Research Center](#)" (May 28, 2020)

tools that libraries can easily utilize and immediately implement for adult patrons that will teach them these skills.

Building off the *Media Literacy Education in Libraries for Adult Audiences* initiative, this project will specifically center on creating program models and tools focused on the architecture of the internet. This is one of the five adult media literacy focus areas³ that were identified by thirty experts from the library and media literacy education field through the project. The architecture of the internet reveals how the digital environment functions and its impact on users. This includes how differentiated, personalized media experiences and algorithms influence our access to content, lead to polarization and groupthink, and commodify personal information; and how media business models (e.g., free content, paywalls) affect consumers' understanding and interpretation of information. Out of the five areas identified, this one was chosen as the focus for this project because understanding the internet's architecture and how it influences what people find or see online is a foundational step for becoming more media literate and making informed decisions when operating within the digital space.

As such, this implementation project will primarily be in alignment with the IMLS National Leadership Grant for Libraries goal one, which seeks to build workforce and institution capacity for managing the national information infrastructure and serving the information and education needs of the public. Within this goal, the project will specifically address objective 1.1. by developing replicable library program models, tools, and webinars that provide opportunities to support adult media literacy education needs. Additionally, objective 1.2 will also be addressed through creation of an advisory committee consisting of cross-sector content experts that incorporate promising practices from media literacy educational domains into library services. It will also build the capacity of libraries to lead efforts that improve community well-being by equipping libraries with the tools needed to help adults better assess the information they find and see online. As a result, adults in communities will be better able to determine reliable information online to make informed decisions about civic participation, their health, etc.

Audience and beneficiaries

Librarians working in any type of library that serves adults are the primary audience for this project. Beneficiaries will include out-of-school adult patrons; national, state, county, and local organizations that support media literacy education; national library support organizations; state libraries, and state and regional library associations; and grant makers that are committed to supporting lifelong learning and media literacy.

³ American Library Association "[Media Literacy Education in Libraries for Adult Audiences Strategic Report](#)" (June 2020)

Project Work Plan

Key activities and schedule

This project will take place from August 1, 2022 through July 31, 2024. It will be managed and conducted by ALA Public Programs Office (PPO) staff. As the largest national membership organization in the field, ALA PPO is uniquely positioned to continue leading media literacy education projects for libraries. Since 1992, ALA PPO has worked to support libraries as places of cultural and civic engagement where people of all backgrounds gather for reflection, discovery, participation, and growth. Through programming resources, model programs, grant opportunities, and professional development activities, PPO supports libraries of all types as they fulfill their roles as community cultural centers and places of civic engagement and lifelong learning. PPO employs a staff of nine and is advised by ALA's Public and Cultural Programs Advisory Committee (PCPAC).

Key PPO staff include Samantha Oakley (project director), B.B. Browne (program officer), Meghan Giesecker (program coordinator), and Hannah Arata (communications specialist). Oakley will lead ALA project work and coordinate project goals with other ALA-wide efforts. Browne will oversee technical support for the open call for advisors and coordinate data collection for project evaluation. Giesecker will be the first point of contact for advisors and library workers throughout the grant project. She will also perform task work and provide general project support. Finally, Arata will implement the communications strategy and editorial, production, and design support. All ALA PPO staff on this effort will contribute research and synthesis to the project.

ALA PPO staff are entirely grant-funded employees. Their allotted time will be spent on this grant, with no conflict to ongoing duties. Resumes for key project staff and consultants are attached (see attachments, Resumes.pdf), and the budget includes a breakdown of staff time devoted to the project (see attachments, Budgetjustification.pdf).

An important partner will be Knology, a non-profit research organization that produces practical social science for a better world. The organization pursues this goal to help professionals in a variety of sectors build inclusive, informed, and cooperative societies that can thrive together with the natural systems on which we all depend. Key staffers will be Dr. Rebecca Joy Norlander, who leads the organization's work with cultural institutions, and Dr. Jena Barchas-Lichtenstein, a researcher with expertise in media circulation. Knology will work with ALA PPO to develop an evaluation plan and instruments to measure the effectiveness of the programming guide and webinar series.

Advisor RFP and Selection (August – November 2022)

Project efforts will be guided by a group of six media literacy experts within and outside of the library field. To ensure a range of voices is heard and has an opportunity to participate in this project, ALA will issue an open call for advisors in late August 2022. The open call will require

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interested individuals to submit a resume and brief statement of interest in the position to ALA PPO. Information about the call for applications will be published on the ALA website and promoted broadly through ALA's networks, social media, and affiliates. The opportunity will also be heavily advertised to media literacy education and media organizations through purchase of mailing lists.

As this will be a content-heavy project that requires deep subject matter expertise, participation and input from advisors will be crucial to the success of this project. Advisors will be selected at the end of October 2022 based on their experience with media literacy education, adult educational programming, and developing library programs. They will serve as content experts throughout the initiative, providing content and direction on all project deliverables.

Specifically, project advisors' duties will include:

- Co-creation of a programming guide in collaboration with ALA PPO by providing input on direction, researching material, and writing content;
- Serving as thought leaders for the project and its outputs;
- Acting as subject matter experts who suggest additional resources and serve as webinar presenters;
- Participating in quarterly virtual meetings, beginning November 2022 and ending July 2024;
- Assisting with communication/promotion of project deliverables to their networks by blogging and speaking about the project;
- And serving as presenters on a national, regional, and state level by seeking opportunities to share the work of the project at conferences, meetings, and other convenings.

In total, six advisors will be chosen from the pool of applications received with the goal of ensuring representation from libraries, media literacy education organizations, and the media. Each advisor will be provided with an honorarium of \$5,000 for their work on the project.

Architecture of the Internet Programming Guide (December 2022 – November 2023)

ALA PPO will collaborate with advisors to create a guide focused on providing ready-made resources that libraries can use to implement adult programming in their communities on how the architecture of the internet affects the information they see and find. The guide will document resources, best practices, competencies, and tools, as well as recommendations for how to incorporate this work into one-on-one interactions with patrons, such as during reference requests. The guide will include program models, tools, templates, reading lists, and references to existing research and frameworks.

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The exact content and structure of the guide will be informed by the advisory committee and the current media landscape at the time of creation. A tentative outline of the guide is as follows:

- I. **Introduction - Media Literacy in Libraries: Architecture of the Internet**
 - Provides an introduction to the project, discusses the importance of media literacy education for adults in libraries, and describes how librarians can use the guide.
- II. **Defining the Architecture of the Internet**
 - Introduces the concept and how the architecture of the internet works. Includes information about its implications and why it is important adults understand this subject.
- III. **Programming**
 - Describes how to create engaging programming about the architecture of the internet for adult audiences, including examples of what libraries and other public serving organizations have done.
- IV. **Templates for Your Programming**
 - Provides ready-made models and templates that libraries can use to easily plan and implement adult programming on this topic.
- V. **Regular Services**
 - Describes how to integrate educational touchpoints on the subject in existing services such as reference interviews, regular technology classes, etc. Includes examples from libraries and other public serving organizations.
- VI. **Templates for Your Regular Services**
 - Provides ready-made models, templates, and scripts that libraries can use to help them integrate education touchpoints into their regular services.
- VII. **Recommended Collection Materials**
 - Recommended books, films, and other media for libraries to consider adding into their collection focused on the architecture of the internet.
- VIII. **Additional Resources**
 - Includes links to existing trainings, tools, frameworks, and research from the library and related fields.

ALA PPO will work on guide creation from December 2022 through September 2023. Once the content of the guide is finalized, ALA PPO will work to have it designed in October with target publication in November 2023. The guide will be available as a free digital download on ProgrammingLibrarian.org⁴ and the ALA website. Copies of the printed guide will also be created for targeted distribution at conferences and events. This guide will be widely promoted through advisor and ALA communication channels with the goal of reaching 7,000 downloads.

Architecture of the Internet Webinars (December 2023 – June 2024)

⁴ Programming Librarian reaches approx. 20,000 unique visitors/month

From previous initiatives, ALA PPO has learned that libraries greatly value the ability to connect with content experts and their peers in live webinar sessions focused on information from published material. This value is reflected in the high number of participants the *Media Literacy Education in Libraries for Adult Audiences* webinars received. The webinar series attracted approximately 2,000 live participants across six sessions with the recordings receiving a total of 7,250 viewers since their publication in April 2021.

With this in mind, ALA PPO will host a series of five webinars corresponding to the content of the programming guide. These interactive Zoom sessions will provide participants the opportunity to ask questions to content experts, connect with their peers, and share resources. The webinars will be facilitated by advisors and foster discourse on the architecture of the internet by providing space for librarians in the field to share insights, express challenges, and brainstorm opportunities that the project deliverables highlight.

Registration and promotion of the webinar series will begin in early December 2023. Starting at the end of January 2024 live webinars will be hosted on a monthly basis, with the archived recordings being published within 2 business days of airing. Webinars will be hosted on Zoom and made freely available. Additional resources shared during these sessions by participants will be compiled and made available as a free download on ALA's website. The recordings and webinar materials will be archived and made accessible for anyone to view through ProgrammingLibrarian.org and ALA's website with the goal of receiving a cumulative total of 10,000 views between the live and archived events.

Architecture of the Internet Curated Resources (December 2023 – July 2024)

Through our media literacy work, ALA PPO has found the field eager to share additional resources and ideas on the subject with each other. These resources are often shared in webinar chats, responses to social media posts, and within the comments of articles. Too often these resources are lost or only see a limited audience (e.g., only to other webinar participants, only people who happen to read the comments on an article, etc.). To facilitate the sharing of this information, ALA will curate these resources and publish them in articles, blogs, and program models through ProgrammingLibrarian.org and other ALA traditional, web-based, and social media channels. We anticipate that these additional curated resources may include program models, worksheets, webinars, blogs, articles, lib guides, and examples of successful library-led initiatives.

To further facilitate curation of additional resources, ALA PPO will also solicit models, stories from the field, and blog posts focused on educating people about the architecture of the internet throughout the project for publication on ProgrammingLibrarian.org. Additionally, the project team will pursue presentation opportunities at national library events (e.g., Association of Rural and Small Libraries, ALA conferences). ALA's goal for the curated resources is to reach a total of 15,000 views.

Communications Plan

Starting in August 2022, ALA will implement a comprehensive marketing plan – drawing upon ALA member databases, social media, electronic mailing lists, e-newsletters, and distribution to state and regional library associations – to communicate the project to the field. Resources will be promoted to both ALA members and nonmembers. They will also be promoted to media literacy educators and media organizations through conferences and purchase of mailing lists for organizations such as the National Association for Media Literacy Educators.

The recordings of the free webinar series and curated resources will be archived and made openly available via ProgrammingLibrarian.org for anyone to view, regardless of ALA membership status; the programming guide will also be freely and openly accessible via ProgrammingLibrarian.org and ALA’s website. ALA will further engage the library field around the project deliverables through a presentation to the Public and Cultural Programs Advisory Committee (PCPAC), circulation to other ALA bodies, a News You Can Use presentation at the 2024 ALA Annual Conference in San Diego⁵, and at a booth at the 2024 Public Library Association Conference in Ohio⁶. The advisor group will also be asked to promote and share the content widely, as is appropriate for their constituents. Additionally, ALA will engage both the library and national media in the project through strategically timed press releases, including an initial project announcement and upon publication of the deliverables.

All downloadable materials generated as part of the project will be under a Creative Commons Attribution-Non-Commercial-ShareAlike 4.0 license, which allows for sharing and distribution with attribution. Project deliverables will be posted publicly on ProgrammingLibrarian.org, without being obstructed by a paywall or authentication requirements. ProgrammingLibrarian.org will continue to publicly host the resulting project materials and webinar recordings for a minimum period of two years after the project ends so that as library staff find capacity and the need address issues connected to this area of media literacy, these grant-funded resources will continue to be available.

Evaluation and Performance Measurement

During the programming guide development phase, the Knology team will work with ALA PPO to recruit twelve library workers (three small groups of four people each) to review drafts of components of the programming guide and materials. Using a ‘think-aloud’ protocol where library workers will talk through how they might implement some of these materials, the Knology team will provide a formative feedback memo that synthesizes these comments for the developers (ALA PPO and advisors).

The Knology team will embed the IMLS performance measure statements and scale options into a brief Zoom survey at the end of each webinar. The team will track number of

⁵ Approximately 25,000 librarians attend ALA’s Annual Conference

⁶ Approximately 10,000 public library workers attend PLA’s Conference

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participants, total responses, responses per answer option, and non-responses to assess understanding, interest, and confidence on the basis of these webinars. This poll will also include one additional question to identify library workers who plan to implement the materials and would be willing to follow up with additional feedback.

The Knology team will conduct a summative evaluation through 6-8 interviews with selected library workers who participated in the webinars to further assess whether they were able to successfully implement the materials. These semi-structured interviews will address the IMLS performance goals as well as specifics of the resources. This evaluation may provide additional feedback to be incorporated into the Curated Resources. Evaluation will run throughout the entire project starting in August 2022 with development of measurement instruments.

Budget

ALA requests \$224,458 in grant funding for this two-year implementation project. This budget includes \$91,650 in salary/fringe for grant-funded staff. It also includes a total of \$30,000 for advisors (\$5,000, each) for their work on the project; \$5,000 for development and presentation of webinars (\$1,000, per webinar presenter); and \$30,000 for evaluation activities. A total of \$26,655 is included for marketing, communications, resource design, and digital delivery (web, Zoom) of deliverables. Finally, ALA has a federally negotiated indirect cost rate of 23.08%. After calculating out costs that are excluded from this rate, the indirect costs for the project come to a total of \$41,153.

Diversity Plan

Libraries play a crucial role in empowering diverse populations for full participation in a democratic society. Equity, diversity, and inclusion is one of ALA's strategic directions, in which the Association commits to "addressing, dismantling, and transforming policies, structures, and bias throughout the organization and the field of librarianship"⁷. Within ALA and in the services and operations of libraries, efforts to include diversity in programs, activities, services, professional literature, products, and continuing education are ongoing and encouraged.

ALA is committed to ensure that a diverse array of voices from the library field is heard throughout the design and implementation of this project. This will be done through the open call for advisors to invite new voices from the field and through a comprehensive evaluation plan to collect feedback from the larger field on project deliverables. In the context of this project, it means seeking to ensure that diverse voices are heard and that their input is incorporated into deliverables throughout the initiative. ALA will start facilitating this at the beginning of the project by performing an open call for advisors. The open call for advisors is meant to provide an access point for new voices from the field to contribute their expertise to the project. ALA's goal with this is to gain participation by at least four experts on the committee who have not been involved in the association's prior media literacy efforts.

⁷ American Library Association, "[Strategic Directions: Equity, Diversity and Inclusion](#)" (2017)

The call will be published on ALA's website and promoted widely to both ALA members and non-members. It will also be promoted to ALA affiliate and special interest groups who have not previously had members participate. This will include direct marketing of the opportunity to ALA's Accessibility Committee, REFORMA, the Federal and Armed Forces Round Table, the American Indian Library Association, and others.

To continue efforts to hear a broad range of voices even after selection of the advisor committee, ALA will work with Knology to incorporate touchpoints in the evaluation plan to gather feedback and insights on produced deliverables. Input gained from the field will be incorporated into the curated resources and, when appropriate, lead to adjustments of the webinars and programming guide. Input will also provide direction for future phases of ALA's media literacy work.

Additionally, ALA is committed to ensuring the highest level of accessibility for produced resources and events. In the Spring of 2022, all ALA staff will be participating in a series of workshops to ensure employees understand and are able to implement best practices for creating accessible documents, virtual sessions, and in-person events. ALA PPO will incorporate the skills learned in these workshops when designing project deliverables to make sure that the produced resources and webinars are as accessible as possible.

Project Results

The interest in and need for adult media literacy educational resources for libraries remains high, as multiple libraries, education institutions, museums, researchers, and media outlets continue to reach out to ALA and inquire about *Media Literacy Education in Libraries for Adult Audiences* or seek to be involved in it. Additionally, since publication in early 2021 resources from that project have been downloaded approximately 20,000 times and the webinars received a combined total 2,000 live participants and 7,250 viewings of the recorded sessions. We continue to see a steady stream of new downloads and views for these resources today. It is expected that the access rate for these resources will only increase as the need for adult media literacy continues to grow in the face of massive influxes of mis/disinformation due to global crises and major national events. New resources produced by this project will complement the existing tools by providing librarians with the means to not only discuss how to identify mis/disinformation but understand how the unseen structures of the internet play a role in what information they see or find online.

Based on this, ALA is confident that library professionals still crave and need readily available, adaptable media literacy resources. Additionally, as this project is the only known initiative in the field to specifically examine adult media literacy focused on the architecture of the internet, this project fills a critical gap in the national discussion.

As a 2019 report from the Knight Commission on Trust, Media and Democracy reports, there's a link between communities' trust in libraries, their place as hubs of continuing education and

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their role in media literacy education for adults. In the report's recommendations, libraries are called out as obvious spaces not only for the development of media literacy educational opportunities but also as potential providers of civic engagement programming that incorporates media literacy skills to address local issues.⁸ As such, this project will continue the work started in *Media Literacy Education in Libraries for Adult Audiences* to expand and deepen the resources available for libraries to help them meet their communities educational needs in this area of media literacy that is critical but gets little attention.

The *Media Literacy for Adults: Architecture of the Internet* project will provide leadership within the field and at a national level, allowing for the development of resources and best practices. The resulting project deliverables have the potential to expand and deepen current practices around media literacy education in the field by providing program templates, service models, and collection ideas for libraries to implement in their communities. ALA will ensure the project products are relevant to a wide variety of communities by guaranteeing representation in the advisory group from experts with experience serving diverse communities.

ALA expects that this project will deepen and enhance conversations, research, trainings, and collaborations between libraries, media organizations, and institutions active in the media literacy realm. As the largest national library membership organization, ALA is uniquely positioned to foster learning and sharing of best practices to the field. Additionally, ALA will facilitate cross-sector sharing and networking by working with organizations from allied fields (e.g., Stanford History Education Group, MediaWise, Center for News Literacy at Stony Brook University, etc.) to promote the resources developed. We will also work with these organizations to highlight the library-field relevance of the resources and research these organizations have available in order to support best practices and learning from multiple fields of expertise.

The key outcomes of this implementation project will be a suite of ready-made media literacy programming models and resources for libraries that are focused on the architecture of the internet and tailored for out-of-school adult audiences. These resources will be a critical step in helping libraries to increase adults' media literacy skills to empower them to understand how the unseen aspects of the internet influence the information they see and find online. This work will contribute to ALA's continued efforts to build resources to help libraries provide foundational media, digital, and information literacy skills for adult community members. Through initiatives like this, ALA hopes to foster better connected, informed, and empowered communities.

⁸ The Knight Commission on Trust, Media, and Democracy. "[Crisis in Democracy: Renewing Trust in America](#)" (February 2019)

Digital Product Plan

Digital Product Types

For the digital product deliverables, ALA will produce one practitioners' guide, five webinars, curated resources, and project promotional items (e.g. social media posts, press releases, etc.). All webinars will be recorded as MP4s utilizing Zoom. The recordings will be uploaded to YouTube and made available for participants to watch on ALA's e-Learning website (elearning.ala.org) and Programming Librarian (www.programminglibrarian.org). The practitioners' guide will be created and published as an accessible PDF on ALA's website and Programming Librarian. All curated resources and promotional items will be available online in either pdf, html, or mp4 format and hosted on ALA's website (<http://www.ala.org>), ALA's e-Learning website (elearning.ala.org), and/or Programming Librarian (www.programminglibrarian.org). ALA will perform the work involved with creating the digital content, resources, and assets by using Drupal, Zoom, MS Office, InDesign, Twitter, and Facebook. No other special equipment or software is required for this project. Products and deliverables resulting from the project will be created in XML, MP4, TIFF and/or PDF formats. All deliverables produced for this project will be compliant with ALA Accessibility Standards (www.ala.org/support/style/accessibility), requiring all content appearing on the ALA website or appearing on a third-party website with ALA-affiliation to level 2 accessibility guidelines as specified by the Web Content Accessibility Guidelines WC3 Recommendation (<https://www.w3.org/TR/2008/REC-WCAG20-20081211/>).

For the practitioners' guide, ALA's Public Programs Office (PPO) and the project advisory group will work together to create ready-made resources that libraries can use to implement adult programming in their communities on how the architecture of the internet affects the information they see or find. The guide will provide program models, tools (e.g. templates), tips, and additional resources suitable for a wide variety of communities and types of libraries.

The taxonomy metadata is created during upload and stored on ProgrammingLibrarian.org, elearning.ala.org, and ALA.org via Drupal taxonomies. The metadata structure and data will be archived and publicly available via the ALA Institutional Repository (ALAIR) microsite of the ALA Archive at the University of Illinois at Urbana-Champaign, available at: <https://alair.ala.org/>.

This project is a service to the professional practice for library workers. Promotion of resources is generally not done through metadata exposure, but rather direct promotion of the assets themselves via email, social media, etc. Metadata is used for search/sort of the main website pages. Data used in development of the impacts and content areas will be made publicly available and stored on ALA's eLearning website (elearning.ala.org) and Programming Librarian website (www.programminglibrarian.org). This data is not an "object" and therefore does not align to the DPLA goals and objectives for metadata.

Availability

The digital content created for this project will be available to all libraries through ALA's eLearning website (elearning.ala.org) and the Programming Librarian website (<http://www.programminglibrarian.org>). All online learning and resources will be made available freely via the web. Online learning can be streamed via YouTube by standard web browsers, over their own infrastructure. Those links will be incorporated into ALA/PPO's own web assets. Content on ALA's eLearning website and Programming Librarian are accessible via all standard web browsers and requires no special software tools to view or interact with the content.

Access

The American Library Association (ALA) will provide access to all publications or products and deliverables resulting from the project, in furtherance of its non-profit and tax-exempt status. Permission to use, copy, and distribute these publications or products and deliverables will be granted for private, non-commercial, and education purposes only, provided that ALA's copyright statement, available on ALA's website (<http://www.ala.org/copyright>), is used.

Any publications or products and deliverables resulting from the project and use of the Grant funding will be governed by the Creative Commons License, Attribution - Non-Commercial-Share-Alike 4.0 International.

ALA will require all webinar presenters to sign an agreement granting ALA right, title, and interest (including intellectual property rights) in and to the recorded webinars, slides, and any other material to ALA. No other privacy concerns or cultural sensitives are expected. No restricted images or other digital assets will be used.

Sustainability

All digital content and datasets resulting from the project will be publicly available during the grant term on the ALA project website, ALA's eLearning website, and ProgrammingLibrarian.org, with the above conditions of use clearly posted. After the grant term, all digital content and datasets will be publicly available on the ALA Institutional Repository (ALAIR) website (<https://alair.ala.org/>).

Organizational Profile

The American Library Association is a nonprofit [501(c)(3)] educational association, incorporated under the laws of the Commonwealth of Massachusetts. Founded on October 6, 1876 during the Centennial Exposition in Philadelphia, the mission of ALA is “to provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.”

ALA fulfills its mission through the work of a large and diverse membership, as well as the efforts of its staff. ALA’s more than 49,000 members include individual, student, organizational and corporate members. Membership in the association is open to “any person, library, or other organization interested in library service and librarianship.”

ALA is governed by an elected Council and an Executive Board which “acts for the Council in the administration of established policies and programs.” ALA members elect the ALA President, who serves a three-year term as President-Elect, President and Immediate Past President, and the ALA Treasurer. Headquartered in Chicago, its operations are directed by an Executive Director and implemented by staff through a structure of programmatic offices and support units. ALA is home to eleven membership divisions, each focused on a type of library or type of library function. It also includes round tables -- groups of members “interested in the same field of librarianship not within the scope of any division.” An expansive network of affiliates, chapters and other organizations enables ALA to reach a broad and diverse audience.

ALA is committed to eight Key Action Areas as guiding principles for investment of energies and resources. The Key Action Areas are approved by the ALA Council, the Association’s governing body. These Key Action Areas include, Diversity, Education and Lifelong Learning, Equitable Access to Information and Library Services, Intellectual Freedom, Literacy, Organizational Excellence and Transforming Libraries.

The ALA’s Public Programs Office empowers libraries to create vibrant hubs of learning, conversation and connection in communities of all types. Through book and media discussion programs, traveling exhibitions, family and youth programs, arts programs and awards, our initiatives bring audiences together to experience diverse and excellent humanities programming across all types of libraries in the United States. Our staff works closely with librarians, humanities scholars, artists and documentarians, STEM and financial literacy experts, and others to create nationwide programming opportunities, grants, and traveling exhibitions for U.S. libraries. The Public Programs Office is advised by ALA’s Public and Cultural Programs Advisory Committee (PCPAC), which consists of 9 members, including the chair, plus two interns. The PCPAC exists to serve as an advisory committee to the ALA Public Programs Office with a mission to promote excellence in cultural programming; to assist library staff to become more effective providers of cultural programming; to identify and disseminate resources for cultural programming; and to promote the cultural communities fund.