

Erikson Institute

Supporting 21st Century Librarians: Media Literacy Professional Development for Youth Librarians

The Technology in Early Childhood (TEC) Center at Erikson Institute in partnership with four geographically diverse public United States libraries respectfully requests \$249,999 for a 3-year Laura Bush 21st Century Librarian **Lifelong Learning Project grant**. This project is a strategic collaboration with the large, suburban Carroll County Public Library system which includes six library branches and is located outside of Baltimore, MD, the suburban Chandler Public Library outside of Phoenix, Arizona, the remote Homer Public Library in Alaska, and the Scarborough Public library in a small coastal town in Maine. The project is also supported by an interdisciplinary advisory board and a key consultant. The diverse interdisciplinary team of PIs, partner libraries, and experts will work collaboratively to ensure that the project succeeds in **building media literacy knowledge and confidence of librarians through continuing education via professional development (PD)** opportunities and resources. Specifically, the **goals of this project** include: (1) increasing librarians' knowledge of and confidence in supporting children's and families' media literacy skills and (2) developing a scalable model of librarian PD focused on media literacy in early childhood.

STATEMENT OF BROAD NEED

There has been a dramatic increase in media and digital tools used by young children and families (Guernsey, 2019; Rideout, 2017; Rideout & Robb, 2020) in the past decade and even more so now due to the global COVID-19 pandemic in 2020-2021. Beyond the increase in time using digital media, young children are now relying on technology for a variety of purposes and objectives (e.g., education, extracurricular activities, social connection, etc.). Despite increases in time use and variations in the content and context of digital and media tools use, there has been very little focus on improving media literacy skills for young children. **Libraries may be the key space to support media literacy skills** given their expertise and experience supporting literacy skills historically and their newer role as technology support spaces (Association for Library Service to Children, et al., 2015; Hobbs, et al., 2019). Libraries are known for being a free space that has provided digital access to adults, youth, and families. In recent years, libraries have become a critical space for adults, youth, and families by providing technology resources, access, and technology-related opportunities (Bertot, et al., 2015), especially to historically underserved communities such as those with an income lower than \$30,000 per year, as well as Black and Hispanic Americans (Poon, 2021; Horrigan, J. B, 2016). Moreover, there has already been an interest in upgrading and updating the youth library spaces to support digital media opportunities. Research shows that libraries across the country are using a variety of digital devices such as tablets (46%) and tangible technology (37%) for a variety of tasks including devices in storytime (68%) and device mentoring (19%) (Association for Library Service to Children, 2018; Campana, Mills, Martens, et al. 2019). In combination, this suggests that there is a **broad opportunity** for youth librarians to support media literacy skills of youth and families within their library. In fact, Claudia Haines, a librarian and media literacy expert, recently declared in a media mentorship meeting "Media literacy cannot wait; librarians need to get started, please do not wait!" (March, 2021), highlighting the need for librarians to get started immediately to support media literacy development. There is a **critical need** to build librarians knowledge and confidence so that they truly can support their communities, particularly around media literacy in early childhood.

Media Literacy in Early Childhood. The National Association for Media Literacy Education (NAMLE) defines media literacy as the ability to access, analyze, evaluate, create, and act using all forms of communication (National Association for Media Literacy Education, n.d.). Generally the focus on supporting media literacy is to minimize the negative consequences of media use and to promote the positive effects. There have been a wide range of media literacy initiatives and interventions that have been developed to directly support youth media literacy skills. For example, research indicates that media depictions or lack of representative media depictions impact a child's attitudes toward stereotypes, (Dill-Shackleford, et al., 2017; Behm-Morawitz & Ortiz 2013; Signorielli, 2011; Scharrer, 2013; Bond, 2016), but media literacy education can minimize some of these effects with older youth (Scharrer & Ramasubramanian, 2015). Similarly media literacy interventions have had a positive impact on media effects like poor body image or understanding fake news (Gordon et al., 2020; Jones-Jang, et al., 2021). However, most of these interventions are focused on directly

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changing the media literacy skills of the child, not the adults supporting that child, and none have focused on supporting the adults who work with young children and families.

This project seeks to address the **broad need of supporting the media literacy knowledge and confidence of librarians such that they can then effectively support the media literacy skills of young children and families within the library setting.** The TEC Center has been dedicated to creating PD opportunities for those who work with young children. With previous support from IMLS (# LG-98-18-0052-18), to develop a [Media Literacy in Early Childhood Report](#), the TEC Center expanded the NAMLE definition described above to highlight unique aspects of media literacy that are relevant and important during early childhood, specifically (Herdzina & Lauricella, 2020). The report defines media literacy in early childhood as “the emerging ability to access, engage, explore, comprehend, critically inquire, evaluate, and create with developmentally appropriate media” (Herdzina & Lauricella, 2020). The TEC Center tackled media literacy in early childhood because there was an almost complete gap in media literacy curriculum and programming created to support young children and engage families in supporting early media literacy. Only about 30% of K-5 teachers reported that they taught news media and media literacy to their students (Lauricella, et al., 2020).

Media literacy programming and curriculum have been developed for adults and adolescents, largely because of concerns that have arisen about problematic use and consequences of low media literacy skills. However, we cannot ignore that media literacy, like traditional literacy, is a skill that even young children should be supported in developing. While children are surrounded by media and engage in media use throughout early childhood (Guernsey, 2019; Rideout & Robb, 2020), they are not born as media experts. Young children struggle to appropriately decipher content that is for them and content that is not for them until they are 4 or 5 years old and fail to fully understand the purpose and intent of advertising until they are about 8 years old (Kunkel, et al., 2004). While preschool-age children can and do learn from high-quality education television programs (Anderson, et al., 2001; Crawley, et al., 1999; Fisch, et al., 1999) and educational apps (Aladé, et al., 2016; Huber et al., 2016; Schroeder & Kirkorian, 2016), there are many digital media features and cognitive limitations which make learning from a digital screen difficult for young children.

Media Mentors in Libraries. Media literacy education fits well within informal learning contexts, particularly within libraries (Association for Library Service to Children, et al., 2015; Hobbs, et al., 2019; Campana, Mills, Haines, et al., 2019; Guernsey, 2019; Rhinesmith & Stanton, 2018). TEC Center’s previous IMLS-funded project (# LG-98-18-0052-18), created our [framework](#) specifically for practitioners working with young children in informal learning settings like museums and libraries. Libraries are a key place for adults to use digital tools to search for health information (Horrigan, J. B., 2016) and are becoming safe havens and activity spaces for children and teens to explore the digital worlds (e.g., YOUmedia Chicago Public Library, San Francisco Public Library’s The Mix, & San Jose Public Library’s Maker[space] Ship). Libraries are also a space that historically has been dedicated to youth literacy and family programming to support youth literacy initiatives. Further, libraries around the country have pivoted due to COVID-19 pandemic to support their communities by increasing their own online offerings and even increasing their lending out of digital tools and devices like laptops, tablet computers, and increasing Wi-Fi access. Such examples include Chapel Hill’s IMLS-funded (# CAGML-247910-OMLS-20) project to create a laptop lending program and increased Wi-Fi, Mandel Public Library of West Palm Beach’s IMLS-funded (# CAGML-247803-OMLS-20) project to increase access to Wi-Fi with a Wi-Fi-emitting minivan, and City of Destin’s IMLS (# CAGML-247804-OMLS-20) funded project to increase computer and internet access (see [IMLS Awarded grants](#)). These are but a few examples of how librarians have pivoted to meet the unique and ever-changing needs of their communities.

Beyond becoming a resource and physical space for users to engage with technology, the libraries, through their programming and reach to the community, can become a source of expertise, support, and mentorship to their communities particularly around media literacy skills of young children. Additionally, Competencies for Librarians Serving Children in Libraries indicate a commitment to diversity and inclusion as well as a commitment to children’s use of library tools, information gathering, and research skills, all of which

relate to media literacy skills (Association for Library Service to Children, 2020). Further, most librarians (95%) believe it's important for librarians to be experts on digital media and technology use (Takeuchi & Sobel, 2020). Moreover, 92% of librarians agree that librarians should aim to foster children's new media literacy skills as much as their traditional media skills (Takeuchi & Sobel, 2020). However, 62% of librarians surveyed agree that a lack of funding makes it difficult to offer programs or services that meet the needs of the local community (Takeuchi & Sobel, 2020). There is a strong argument that librarians are well-suited to take on this role as media mentors for families in their communities as they have for older adolescents and adults (Haines, et al., 2016; Guernsey, 2018).

Librarian training has only recently begun to support librarians to develop their own media literacy expertise and programming for families and youth. Training and development programs have been implemented to support librarians to become "Digital Navigators" to support adult media literacy and technology skills as a result of the COVID-19 pandemic and to become "Media Mentors" to adolescent youth (Guernsey, et al., 2021; Guernsey, 2019). These programs have been successful in both the training of the librarians and the impact they have had on their target audience. Additional programs include the *Peer Coaching to Improve Technology, Information, and Digital Literacies for Families* (Guernsey, 2018) and American Library Association's *Media Literacy Education in Libraries for Adult Audiences* (IMLS LG-13-19-0089-19). Other media literacy and mentorship programs that have been established focus solely on the librarian's media literacy skills and less on implementing media literacy programming and supporting children and families to develop strong media literacy skills. While there are many documented media literacy-focused PD programs, they have not proven to be scalable and adaptable for libraries that seek a program that focuses on media literacy education for young children and families. While there is a key opportunity for librarians to fill this media mentor role, there is little evidence of media mentorship being provided by staff broadly (Mills, et al., 2015) and there are **very few focused efforts to support the skills and competencies of youth librarians' ability to provide media literacy programming to younger children**. Many media literacy PD programs have been established for Pre-K through 12th-grade educators but they lack a focus in supporting the library setting and workforce needs, family engagement, and early childhood.

In 2017, TEC Center hosted [The Media Literacy in Early Childhood: A Critical Conversation](#) pre-conference in partnership with national media literacy organization, NAMLE. In 2018, TEC Center, partnered with NAMLE, the Association for Library Service to Children (ALSC), and the Association of Children's Museums (ACM), to host two national forum meetings to discuss media literacy in early childhood with experts and practitioners and write [Media Literacy in Early Childhood Report](#) (IMLS #LG-98-18-0052-18). The report includes a framework, child development information, and implementation tips for early childhood practitioners and caregivers. Highlighted in the report are barriers to media literacy in early childhood, which includes a **lack of resources and support for practitioners, practitioners who are not trained or not confident in their media literacy practice**, a lack of research, as well as a lack of inclusivity and reach in the media literacy movement, among many other barriers. This proposed project is a direct response to these identified barriers and a natural progression of TEC Center's commitment to media literacy education. Therefore, there is a **broad need** to develop a diverse workforce of **librarians who are trained to support the media literacy needs of their communities**, particularly serving youth and families during early childhood years (birth to age 8) (Guernsey, 2019). This grant seeks to address the critical need of media literacy professional development for library staff. Addressing this need will be the result of the publication, dissemination, and implementation of a scalable PD model. This project will be the first to provide a unique PD for librarians to support media literacy skills in early childhood by supporting and engaging parents and young children. As libraries have shifted due to the new demands as a result of the COVID-19 pandemic, there is, even more, need to support media literacy competencies even for the youngest children. The education and support for librarians are necessary in order for them to become successful "Media Literacy Leaders" for young children and families.

PROJECT DESIGN

This project is a strategic collaboration between the TEC Center and four geographically diverse US public libraries. This project is supported by the expertise of our interdisciplinary advisory board members and consultants, who bring library, media literacy, child development, and PD expertise. These experts will collaborate to advance the goals of the **Lifelong Learning category** of the LB21 program by meeting the following key **Project Goals: 1)** Increasing librarians' knowledge of and confidence in media literacy practice, and **2)** generating a scalable model of PD for media literacy in early childhood for library staff. These project goals will be met through a three-year project (see Schedule of Completion) with seven project activities. This project is designed to be conducted without in-person meetings to **mitigate risk** of unpredictable outcomes due to COVID-19 pandemic. All PD materials will be developed for remote learning to ensure the safety of participants and to minimize any delay in implementing the project. The TEC Center has demonstrated success in providing virtual PD to nearly 9,000 participants from March 2020 to March 2021. If there are continued travel restrictions, dissemination will include an increase of presenting virtually and relying on partners to support the dissemination of resources.

The target community for this work is 75 youth librarians throughout the United States. Youth librarians' perspectives and contributions will be incorporated into this project design through a partnership with four libraries from across the nation, in various settings. Youth librarian perspectives will also be collected through participant surveys and findings will be used to inform the PD Curriculum Development. Youth librarian PD program participants' perspectives will be collected through pre- and post-PD surveys, check-ins, and discussions. These participants' perspectives will inform PD Program content for their cohort, subsequent cohorts, will be published in the report, and inform the development of other deliverables.

Project Activities and Sequence

Recruitment. TEC Center has started a database of librarians who are interested in participating in the PD program. Participants will be recruited at library- and media literacy-related speaking engagements by TEC Center and partners (March, July, 2021), through social media outlets, and directly from partner libraries and national networks and relationships (e.g., American Library Association). Recruitment will be recruited continuously for Cohorts 2 and 3.

Iterative PD Development.

Existing Content and Expertise. The collaborative project team's expertise in children's media use, child development, PD, media literacy, and the library will contribute to the development of a successful high-quality media literacy PD program to address the diverse needs of youth librarians across the country in Year 1. The PD curriculum content will be informed by resources to which partners and advisory board members have contributed including library partner, Carroll County Public Library's work of the *Peer Coaching to Improve Technology, Information, and Digital Literacies for Families*, and library partner, Homer Public Library's Claudia Haines's co-authored book, *Media Mentor: A Guide for Working with Children and Families* (Haines, Campbell, & Association for Library Service to Children, 2016). The curriculum content will be informed by TEC Center's *Media Literacy in Early Childhood Report* (Herdzina & Lauricella, 2018), which contains related content including examples of activities appropriate for a library setting with young children, research about children's media use and comprehension, and the current barriers to media literacy in early childhood, existing solutions, and needed solutions. This project is going to extend the Media Literacy in Early Childhood Report by focusing on developing media literacy skills as adults, a specific focus on libraries, and a new endeavor of creating a PD model that can be scaled up and used in communities across the country. The PD curriculum content will also be informed by the *Peer Coaching Media Mentorship Toolkit*, which contains learning objectives and training topics covered, slides, handouts and activity materials. This project is going to extend the *Peer Coaching Media Mentorship Toolkit* by expanding child development research, DEI practices, and a specific focus on early childhood. The curriculum content will also be informed by additional social justice books and resources (Teaching Tolerance, 2017; Teaching for Change, 2021) and media literacy publications by Hobbs (2019, 2020) and others.

Collaborative & Interactive Process. Project partners will provide recommendations for PD program curriculum content, materials, and resources. Partners will also work with TEC Center to review the PD program materials. Advisory board members will review PD program curriculum content and materials. Expert consultants will support in developing the format, approach, and framework of the program, developing curriculum materials which may include presentation decks, presenter notes, digital workbook content, and discussion prompts. Throughout Year 1 and Year 2, Curriculum development will continue to be ongoing as participant feedback is evaluated. TEC Center will use participants' feedback in choosing which media literacy topics should be highlighted more through synchronous webinars, small group check-ins and online discussions, and which topics don't need as much focus and may be explained briefly during the asynchronous video series. The PD content development process will be iterative as well in the practice of using the feedback and information from one cohort to the next i.e., Cohort 1 will inform Cohort 2 in Year 2, Cohort 1 and 2 will inform Cohort 3 in Year 2.

Program Design and Framework. The PD program design and framework will be informed by existing PD programs such as [TEC Center's PD model](#) and Renee Hobbs's digital literacy PD program design (Hobbs & Coiro, 2019). The PD program design and framework will utilize elements of TEC Center's PD model such as interactive synchronous webinars, short asynchronous video clips, asynchronous online discussions with prompts, spreading out engagement opportunities over a long duration of time instead of one day or one week. The program's framework will utilize elements of Hobbs's media literacy PD design such as the lens of media literacy being multidisciplinary, contextual and cultural, as well as design features such as reflection about adult learner motivations and perspectives, as well as collaboration and inquiry-based learning (Hobbs & Coiro, 2019). The expert consultant (Braun) and advisory board members (Rogers, Naidoo Campbell, & Jeffries) will support the PD delivery by recommending best practices for diversity, equity, and inclusion.

Program Delivery.

Overview. The PD program will include three cohorts of 20-25 librarians. Each cohort's PD will span four months, with two months in between each cohort to allow for analysis of data and application of feedback and improvements. Cohort 1 will occur April – July 2022; Cohort 2 will occur October 2022 - January 2023; and Cohort 3 will occur April – July 2023. Participants will be expected to engage in four synchronous webinars, two small group check-ins, four asynchronous online discussions, and complete an asynchronous video training series, for a **total of 10 PD hours**. Participants will read sections from *Media Literacy in Action: Questioning the Media* (2021) by Renee Hobbs and *Becoming a Media Mentor: A Guide for Working with Children and Families* by Haines, Campbell, & Association for Library Service to Children (2016) to support the content presented during the synchronous webinars. Tentative topics for the program may include but not limited to: Children's Media Use and Comprehension, Media Literacy Actions and Activities, Inequities in Children's Media and Media Literacy, Media Literacy Education Programming, Cultural Considerations for Caregiver Communication, and Sharing Media Literacy with Colleagues and Your Community. All PD program activities will be hosted by TEC Center.

Program Details. All participants will complete a total of 10 PD hours which includes the following:

- Monthly, 90-minute Synchronous Webinars (6 hours)
 - One offered each month of the PD program
 - Each will include at least one breakout room discussion, numerous polls, and chat prompts to support engagement and participation.
- Monthly, 30-minute Asynchronous Online Discussions (2 hours)
 - Participants will have 3 days to complete their participation in each discussion.
 - Discussion prompts will be developed after each synchronous webinar based on questions or topics of interest from the participants.
- Bi-monthly, 30-minute Synchronous Small Group Check-ins (1 hour)
 - Taking place mid-way through the program and at the end of the program.
- Asynchronous Video Series (1 hour) ([See Asynchronous Video Series sample](#))

- Featuring 4 to 5, 8-10-minute videos, with embedded reflection prompts
- Participants will have the entire length of the program to complete viewing
- Video content will be developed related to areas of need, questions, and interests of the participants.

PD Objectives. Librarians who participate in the PD Program will: 1) Develop an understanding media literacy actions, skills, and activities, 2) Develop confidence for supporting these media literacy actions with children ages Birth through 8 years old and their families, 3) Gain an awareness of inequities related to media including media access, engagement, and representation, 4) Design and implement developmentally appropriate activities that support media literacy skills for young children, 5) Reflect, notice, and label their own media literacy skills and areas of improvement, 6) Collaborate and share media literacy education resources to better support librarian colleagues and other professionals in their community.

Media Literacy Programming. After completing the PD program, librarians will develop and host media literacy programs for their library patrons, either in person or virtually in Year 1, 2, and 3. Each of the three PD cohorts will have their own digital space where the participants will be encouraged to attend monthly reflection and planning meetings for 1-hour online discussions hosted by TEC Center. These virtual monthly meetings will be utilized by participants to reflect on their programs, seek mentorship and guidance from peers, collaboratively problem-solve ways to improve, expand, or continue their programs. TEC Center will provide discussion prompts during these monthly meetings in order to initiate discussion. In the digital space, participants will be encouraged to share artifacts from their program such as activity descriptions, photos, videos, and stories, all omitting identifiable information of patrons. These artifacts will be used as qualitative data which may be included in the evaluation of PD program impact and may be published in the report and will be shared on our website with permission from the participants.

The Media Literacy PD Project (Figure 1 below) illustrates the relation of PD cohorts (PD1, PD2, PD3), with the Media Literacy Programming (Librarian developed Media Literacy Programming), and the deliverable report (Final PD Model).

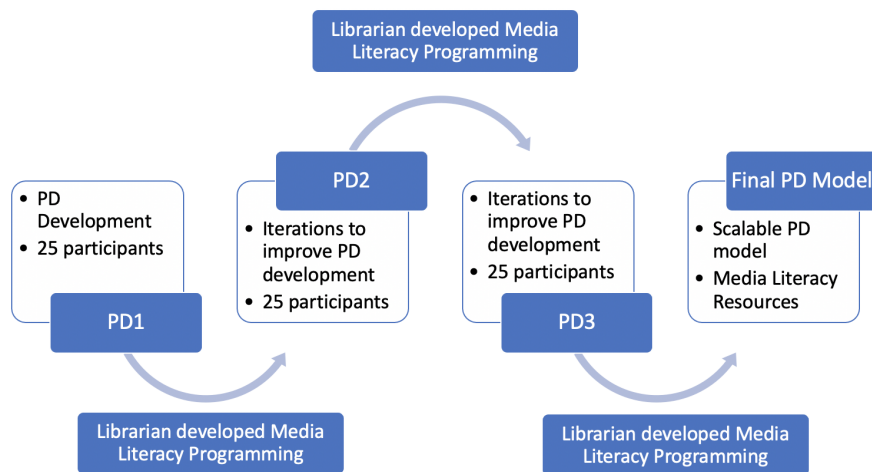


Figure 1: Media Literacy PD Project

Deliverables. The goal of this project is to build media literacy capacities of librarians and communities through professional development, our **indicators of success** will be measured based on this goal. To assess media literacy capacities of the 75 participants in our PD program, we will collect pre- and post-surveys to document growth in knowledge, attitudes, and confidence to support media literacy in early childhood years. We will directly assess knowledge of media literacy skills and actions as defined by our Media Literacy Framework. Evaluation of this data will continue through Year 1 and Year 2. In Year 3, the development of the deliverables will be a collaborative effort between TEC Center and library partners. Based on the improvements

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that were made during the iterative design and changes to the implemented PD programs, TEC Center will spearhead the development of a report that contains elements where the reader will need to reflect on their, other librarians', and patrons' needs in order to choose which topics and areas of media literacy education to use within the PD model, and which parts are most applicable i.e. omitting synchronous webinars or meeting times due to accessibility and availability of librarian participants, etc. Building in elements in which the reader or user can reflect on their own needs, and their community's needs, and choose which parts of the PD model best support those needs, will allow for this PD model to be scalable, and adapt to fit the needs of diverse communities from across the county. The video library and the online resource database will both contain additional materials with the intention of addressing the specific needs of historically underserved communities.

Dissemination. Project findings will be published and widely disseminated. Deliverables will be disseminated in Year 3, from February 2024 through August 2024. TEC Center will publish the following deliverables on TEC Center website where they can be freely accessed and utilized: (1) Librarian Media Literacy Report that contains a) the finalized PD model, b) a guide for implementing the PD model, c) a video library of the asynchronous PD training, and d) any PD resources and materials and (2) sample media literacy programs that were developed by the participating librarians. In addition to online access, the report will be printed and distributed to all PD program participants. The deliverables will be shared with TEC Center's databases and those who participated in the PD programs. Partners will share project deliverables with library organizations. Advisory board members will ensure a broad impact by supporting dissemination efforts by sharing information about related speaking engagements with TEC Center and project partners. TEC Center and partners will present outcomes during an informational webinar and at academic and library conferences.

Program Management. The TEC Center will be responsible for all project management.

Project Staff and Advisors

Project Staff. During Year 1, partners will utilize their networks of youth librarians in order to support the recruitment of librarian participants for the Media Literacy PD Program. In addition to expert consultants, TEC Center and partners will collaborate to develop the PD Media Literacy curriculum. Partners will contribute their library expertise and provide recommendations for PD program curricula materials and resources. TEC Center will contribute their expertise of child development, children's media use, and PD, in order to support the PD program development. Partners and TEC Center will also work together to review the PD program materials. During Year 3, in addition to sharing deliverables with library organizations, TEC Center and partners will collaborate and brainstorm additional innovative outreach efforts to ensure broad impact.

- **Erikson Institute's TEC Center.** Between April 2020 and March 2021, TEC Center has presented 60 live webinars to nearly 8,000 educators and early childhood practitioners. TEC Center has also provided access to asynchronous workshops to additional educators and early childhood practitioners, reaching over 1,500 views. TEC Center has developed an evidence-based PD model through years of experience and research. TEC Center's PD model connects research and practice by supporting practitioners in the application and integration of research into their everyday practices and pedagogy. Recently, TEC Center developed and delivered media literacy PD for educators and family child care providers.
 - **Alexis Lauricella, Ph.D.** Erikson Institute; Dr. Lauricella has 20+ years of experience researching children's digital media use and has demonstrated success in developing and implementing PD learning opportunities practitioners to support developmentally appropriate technology use in early childhood with a recent focus on media literacy and digital citizenship as PI for IMLS Grant # LG-98-18-0052-18) and lead author on a recent publication on educator's teaching of digital citizenship competencies.

- **Jenna Herdzina, MS**, is a Program Manager at Erikson Institute’s TEC Center. She is the lead author on the IMLS-funded Media Literacy in Early Childhood Report. She has developed and delivered PD to nearly 7,000 early childhood educators and practitioners.
 - **Dorothy Stoltz at the Carroll County Public Library** Carroll County Public Library includes a system of 6 branch libraries, 3 mobile service vehicles, and 1 Exploration Commons makerspace opening summer 2021 and is located in the suburbs outside of Baltimore, Maryland. Director for Community Engagement at Carroll County Public Library, Dorothy Stoltz brings 35+ years of experience in library practices, media literacy and mentorship, and community engagement. Stoltz has authored several ALA Editions books and co-authored the ALSC white paper, *Media Mentorship in Libraries Serving Youth*.
 - **Claudia Haines at Homer Public Library**. Homer Public Library is a remote library in Alaska. Homer Public Library’s Youth Services Librarian, Claudia Haines is also a consultant and author as an expert in family outreach, media literacy, and media mentorship. She advises and trains other librarians on media mentorship and media literacy as well as serves on both local and national committees that support family learning. She has contributed to the book *Young Children, New Media, and Libraries: A Guide for Incorporating New Media into Library Collections, Services, and Programs for Families and Children Ages 0-5* (2015) and co-authored Association for Library Service to Children white paper, *Media Mentorship in Libraries Serving Youth*.
 - **Louise Capizzo at the Scarborough Public Library**. Scarborough Public Library is a library in rural Maine. Scarborough Public Library’s Youth Services Manager, Louise Capizzo has worked as a Youth Librarian in a public library setting for 30+ years. She knows that finding the ‘right’ book, in any format, has the possibility of changing a person’s life. Louise currently serves on the Association for Library Service to Children Notable Children’s Digital Media Committee.
 - **Kristain Johnston at the Chandler Public Library**. Chandler Public Library is a library in the suburbs outside of Phoenix, Arizona. Kristain Johnston brings 17+ years of experience working at Chandler Public Library as an Adult Literacy Program Coordinator and Literacy Coordinator.
- Advisory Board*. During Years 1 and 2, the advisory board members will ensure the success of the project by contributing expertise in media literacy, library practices, identity development, and equity in order to support the PD program development by reviewing PD curriculum and providing feedback. During Year 3, advisory board members will ensure a broad impact by supporting dissemination efforts by sharing information about related speaking engagements with TEC Center and project partners. Advisory board members include:
- **Jamie Campbell Naidoo, Ph.D.** is a Professor at the University of Alabama where he studies library services to LGBTQIA+ and Latinx families and diversity in children’s media. He served as the 2018-2019 President of ALSC, board of director for the U.S. Board on Books for Young People, and board of director for ALSC.
 - **Lisa Guernsey** is the director of the Teaching, Learning, & Tech program and senior advisor to the Early & Elementary Education Policy program at New America. She is a leader in media literacy education, playing a key role in the *Peer Coaching to Improve Technology, Information, and Digital Literacies for Families* (Guernsey, 2018).
 - **Annisha Jeffries** is a Youth Services Manager at Cleveland Public Library. She is an urban librarian with expertise in media mentorship and supporting communities with low-technology access.
 - **Michael Robb, Ph.D.** is the Senior Director of Research at Common Sense Media. Robb is a highly-published researcher in children’s media use trends and effects of media use in childhood.
 - **Leoandra Onnie Rogers, Ph.D.** is an Assistant Professor at Northwestern University. Rogers studies identity development, stereotypes, and experiences of racially and ethnically diverse youth.

Expert Consultant. **Linda Braun** is an education professional with experience in teaching, training, curriculum design, digital media and learning, community engagement, and librarianship. She is a learning consultant at LEO: Librarians & Educators Online. Braun will serve as an expert consultant on this project and will ensure success and broad impact of this project by supporting the PD program development with the objective of creating a scalable PD program model, broadly applicable content, and culturally inclusive materials. During Year 1, the expert consultant will provide support in developing the format, approach, and framework, and curriculum materials of the PD program.

Collaboration Process. This project will utilize the expertise of a diverse team of experts throughout project partners, consultants, and advisory board. Each of these key staff will contribute diverse experiences and expertise. This project will be a collaborative process from the beginning. At the start of Year 1, project staff and advisors will meet multiple times to discuss the overview of the project, brainstorm recruitment efforts, and begin to collect ideas about PD development and design. During Year 2, based on feedback from surveys and conversations with participants during each round of PD provided, the TEC Center team, partners, and advisor board will meet to make iterative changes to the PD provided. During Year 3, they'll meet multiple times to collaborate on deliverables development and dissemination. Recognizing the diverse areas of expertise on this project, we will seek out support and opportunities for collaboration in structured and spontaneous ways as needed to make a truly collaborative and effective PD experience for participants.

DIVERSITY PLAN

Our project is holistically dedicated to diversity, equity, and inclusion (DEI) by ensuring that the team, participants, content and deliverables are all approached from a DEI lens.

Team. In addition to a diverse and inclusive group of participants, our project team is dedicated to DEI and was developed to represent diverse settings served (75% Rural, 25% Suburban), from many regions of the US (MD, ME, AZ, AK), and all represent a youth library perspective. The advisory board members represent diverse race and ethnicity (40% People of Color) and gender (60% Women, 40% Men).

PD Participants. This project is dedicated to strengthening the library field's commitment to diversity, equity, and inclusion (DEI) and will contribute to the development and retention of diverse library and archives professionals. Throughout the project, DEI will be prioritized by recruiting a diverse group of participants based on a variety of criteria. We will actively recruit participants who are underrepresented in PD opportunities, including librarians of color and bilingual librarians. We seek to have a racially and ethnically diverse group of participants in the PD program by recruiting librarians who identify as a person of color through Black Caucus of the ALA, POC librarian Instagram and Twitter accounts, and by relying on our diverse advisory board and partners to reach out to colleagues and network libraries to increase participation by historically underrepresented groups. We will also seek to have librarians that represent diverse library contexts with a focus on participants from rural or urban libraries, low access to technology, or under-funded library networks. This project includes financial support for participating PD to ensure participation by those who may have financial reasons for not being able to attend.

Content and Deliverables. Throughout the PD program development and delivery, the project will highlight diverse voices and implement inclusive practices. The PD program curricula development will be informed by both the participants' surveys, discussions, and check-ins. PD content will include misrepresentations and underrepresentation of certain races, ethnicities, abilities, genders, and other experiences and cultures throughout media historically as well as presently. Content will include anti-bias and anti-racism concepts and research. PD content will also include research about the development of biases and how to talk about biases with children and families. PD content will include activities and tips specific to supporting children and families who are English Language Learners. Inclusive practices will be utilized during the delivery of the program in order to support English Language Learners as well as all learners in general. Throughout presentations and in recorded videos the following inclusive elements will be used: closed captioning, small and large group discussions, dual coding, and providing recordings. Through the development of resources and dissemination, DEI will be prioritized. The developed resources will be published in both

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English and Spanish. In addition to utilizing project partners and advisory board members for support in dissemination, TEC Center will reach out to the following organizations and provide access to the downloadable resources: Association for Rural and Small Libraries, Black Caucus of American Library Association, REFORMA, and Association of Tribal Archives, Libraries and Museums.

BROAD IMPACT

This project will result in two main outcomes: (1) increased librarians' knowledge of and confidence in supporting young children and families' media literacy skills and (2) a published scalable model of librarian professional development focused on media literacy in early childhood. This project is developed to support librarians from across the country by building their lifelong learning skills, particularly around media literacy.

Short Term Impact. Initially, the 75 participating librarians will have an increase in their understanding of media literacy and an increase in their confidence for supporting media literacy for children and families. These librarians will also have an increased awareness of inequities related to media including media access, engagement, and representation. They will not only have new or improved media literacy programming for their community's children and families, these librarians will also have new and strengthened skills to support other librarians, further ensuring strengthened media literacy for the entire community. However, anticipated impacts are well beyond those 75 communities though.

Long Term Impact. While initially, the 75 participating librarians will experience increased media literacy knowledge and confidence, the dissemination of the media literacy PD model will strengthen media literacy programming for libraries across the country. The longer-term outcome is an increase in accessibility to library media literacy programming across the US, resulting in young children, families, and librarians all having strengthened media literacy skills. With the dissemination of a scalable and adaptable PD model, it is anticipated that media literacy programming will increase and improve, along with an anticipated increase in PD resources related to media literacy for librarians.

Broad Reach. TEC Center and partners will ensure the deliverables are readily adaptable and usable in other communities by working with our advisory committee, partners, and Braun. In the report, the PD model will include elements in which the reader or user can reflect on their own needs, and their community's needs, and choose which parts of the PD curricula best support those needs. TEC Center, partners, and the advisory board will work together to ensure that the project deliverables are marketed to and widely accessible for diverse communities. The deliverables will be disseminated through a variety of efforts including an informational webinar, regional and national conferences, and social media campaigns. In Spring and Summer 2024, the TEC Center will also present these highlights in webinars and at conferences, such as the ALA Midwinter Meeting, ALA Conference, Annual International Communication Association Conference, Connected Learning Summit. TEC Center will work with partners to host an informational webinar and present at national and regional conferences. TEC Center will also share with Erikson Institute's listserv of over 40,000 which includes educators, librarians, museum practitioners, among many other practitioners and leaders serving children and families across the world. Deliverables will be shared on Erikson Institute's social media platforms, which have a reach of 43,400 (Twitter 23,000 followers, 14,000 Facebook followers, and 6,400 LinkedIn followers), and TEC Center's social media platforms, which has a reach of 9,300 (7,600 Twitter followers and 1,700 Facebook followers). Partners and advisory board members will also share deliverables with broader audiences such as Stoltz's Maryland network of libraries, Campbell Naidoo's ALSC network, Jeffries Cleveland librarians.

Sustaining the Efforts. Beyond the conclusion of the project, TEC Center will sustain these benefits by continuing to work with libraries to scale up the media literacy PD model. TEC Center will continue providing media literacy PD for librarians and will work to connect librarians, educators, and caregivers with the objective of creating a media literacy-rich early childhood for all children. If funded, this project will continue the efforts to create a systemic change in which media literacy is integrated into early childhood in all settings including at home, in the library, and at school. Erikson Institute's TEC Center and partners are grateful for the opportunity to propose this project and we look forward to your review.



DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

INSTRUCTIONS

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

SECTION III: SOFTWARE

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

SECTION IV: RESEARCH DATA

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). Explain and justify any prohibitive terms or conditions of use or access, and detail how you will notify potential users about relevant terms and conditions.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and the format(s) you will use.

A.2 List the equipment, software, and supplies that you will use to create the digital content, resources, or assets, or the name of the service provider that will perform the work.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata or linked data. Specify which standards or data models you will use for the metadata structure (e.g., RDF, BIBFRAME, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content, delivery enabled by IIIF specifications).

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

SECTION III: SOFTWARE

General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same or similar functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

Technical Information

B.1 List the programming languages, platforms, frameworks, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

C.2 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

A.1 Identify the type(s) of data you plan to collect or generate, and the purpose or intended use(s) to which you expect them to be put. Describe the method(s) you will use, the proposed scope and scale, and the approximate dates or intervals at which you will collect or generate data.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

A.7 Identify where you will deposit the data:

Name of repository:

URL:

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?