

Enhancing Digital Collections Stewardship through Facilitated Group Learning

OCLC is requesting \$249,988 to fund a 30-month project to enhance digital collections stewardship through facilitated group learning. The project has two main objectives: The first is to pilot a **training model** using facilitated peer-learning groups with five state library partners to support up to 200 staff at libraries, archives, and museums to create, share, and steward digital collections; a **guide** on how to design and implement facilitated peer-learning groups will be refined and made freely available to all state library agencies and other training organizations as one of the final project deliverables. The second objective is to develop a **new course** for WebJunction's *Digital Collections Stewardship* training series on how to build more diverse collections, in which we anticipate another 250 individuals will enroll during the period of the grant. The project's outcomes will contribute to a more comprehensive, equitable, and inclusive representation of the communities that these cultural heritage institutions serve, resulting in collections that better reflect their local and regional histories.

Project Justification

This initiative aligns with the Laura Bush 21st Century Librarian Program's Goal 3 and Objective 3.5, as it enhances the training and professional development of the library and archival workforce to meet the needs of their communities, and supports the training of the library and archival workforce in digital collection management.

This project will build on WebJunction's foundational *Digital Collections Stewardship* (DCS) course series, which was funded in part by IMLS grant RE-246364-OLS-20 and can be accessed here: The seven-part training series was developed in collaboration with Washington State University's Center for Digital Scholarship and Curation (CDSC) and completed in February 2023. Adapted from the CDSC's Tribal Digital Stewardship Cohort Program,^{1,2} this online, on-demand training was designed specifically with the needs of staff at Tribal archives, libraries, museums (TALMs), and small public libraries in mind to guide them through the range of activities necessary to successfully share digital collections.

Since launching, more than 550 learners have enrolled in one or more of the DCS courses. The response to these has been positive: preliminary results of the evaluation indicate that a majority of learners report that the content has helped them align their digital stewardship goals with institutional goals and is relevant to their specific circumstances (e.g., institution or role).

The DCS courses were developed as a step toward meeting an important need for training that surfaced in OCLC's report, *Advancing the National Digital Platform: The State of Digitization in US Public and State Libraries*,³ which summarized the results of a needs assessment and gap analysis of digitization activities in libraries and state library agencies. That report provides the findings from national surveys that explored how many libraries are participating in digitization activities, what training would help them to be more successful, what types of collections they are digitizing, and how digitization efforts are staffed. For the needs assessment and gap analysis, OCLC partnered with the Digital Public Library of America (DPLA), the Chief Officers of State Library Agencies (COSLA), and two divisions of the American Library Association—the Public Library Association (PLA) and the Association for

¹ Washington State University's Center for Digital Scholarship and Curation brings together community members, students, faculty, and researchers in collaborative digital projects that emphasize ethical curation, scholarship, research, and publication. For more information about the CDSC, see: <https://cdsc.libraries.wsu.edu/>. For more information about the Tribal Digital Stewardship Cohort Program, see <https://cdsc.libraries.wsu.edu/tribal-digital-stewardship-cohort-program/>.

² When their capacity allows, we would welcome the opportunity to take a further step and partner again with Washington State University to support them to develop facilitated learning groups specifically for TALMs.

³ Morgan, Kendra, and Merrilee Proffitt. 2017. *Advancing the National Digital Platform: The State of Digitization in US Public and State Libraries*. Dublin, Ohio: OCLC Research. <https://doi.org/10.25333/C3WK8F>. This report was made possible in part through a National Leadership Grant from the Institute of Museum and Library Services (grant LG-72-15-0197-15).

Library Collections & Technical Services (ALCTS; note, this organization is now a part of ALA's Core: Leadership, Infrastructure, Futures).

Training needed to meet strategic goals for state digital collections initiatives

The *Advancing the National Digital Platform* report found that 61.4% of public libraries identified insufficient staff training/expertise as a major barrier to their digitization efforts. Additionally, every participating state library noted that digitizing and providing online access to local and unique digitized material aligns explicitly (12.8%) or broadly (87.2%) with their mission. The report concluded with observations about the low levels of awareness of national, regional, and state repositories and how to contribute to them, and highlighted the importance of connecting libraries with a broader network where support for digitization efforts may be available. The report also emphasized the need to provide training that prepares libraries to digitize their collections.

Discussions with members of the Digital Initiatives Staff at State Library Agencies (DISSLA), a national network affiliated with COSLA, have surfaced the need for a training model that would help state libraries achieve their goals for digital collections in their strategic plans. Many state library agencies offer technical training or documentation focused on the workflows of digitization, metadata, and sharing specific to their state's digital memory project. The DCS series, however, differs from and complements these state trainings in that it guides decision makers at small cultural heritage institutions through the entire "lifecycle" of digital stewardship. This lifecycle is a model that describes all the activities related to creating, organizing, managing, preserving, and sharing digital collections in a respectful, responsible, and non-extractive way.

In discussions about partnering on this project, Biz Gallo, Statewide Digitization Initiatives Coordinator at the Library of Michigan and co-founder of DISSLA, said, "Digital collections stewardship can be a tough subject, and it can be really overwhelming trying to work through training on this on your own. We see the need to work together as a community of learners. We know that using a cohort model works and is more effective than trying to learn all by yourself."

This aligns with recent assessments of the existing course series: Despite WebJunction's ability to reach a wide audience, the completion rate for the course series is lower than many other courses offered through WebJunction's Course Catalog. It is clear that it's challenging for many learners to stay motivated to follow and complete the self-paced courses alone, especially courses on such a nuanced, complex, and technical topic as creating digital collections. As one DCS course participant expressed in their course survey response: "I am doing this course as a solo student; it would be helpful to take this course with a group of colleagues. I hope to take this course again with a local project group."

To support state libraries' goals for digital collections in their strategic plans, this project will provide state library agency staff with a guide and a model for designing and implementing facilitated peer-learning groups. These groups will provide the learning support and mutual accountability that will enable learners to work in a collaborative environment with peer practitioners in their state to complete the DCS courses, and then take the next step to create and share at least one new digital collection for their institution. Offering learners this collaborative learning option helps to ensure that we meet people where they are, and also supports different learning preferences; additionally, research on collaborative learning shows that it improves both learner motivation and retention.⁴

⁴ Laal, Marjan, and Seyed Mohammad Ghodsi. "Benefits of collaborative learning," *Procedia - Social and Behavioral Sciences*, Volume 31, 2012, pp 486-490, <https://doi.org/10.1016/j.sbspro.2011.12.091>.

Opportunity to strengthen knowledge and confidence to build more diverse collections

Conversations with state library agency staff have also illuminated the need for training to help strengthen the knowledge and confidence of staff at cultural heritage institutions to create more community-centered digital collections. One proposed pilot partner shared: “The opportunity to learn good practices for growing the relationships essential to creating these collections in a respectful way is needed as we do this work in our state.” Another proposed pilot partner shared how their state has prioritized support and funding for diversifying digital collections, and that learning how to frame conversations with communities less represented in current collections would be very helpful. And although community-driven collections and cultural sensitivity are incorporated into the existing DCS series, the focus on Indigenous peoples leaves room to include many other perspectives from communities that are underrepresented in the historical record, for example—but not limited to—Asian American, Black, Latino/a and Hispanic American, and LGBTQIA+ communities. This project will engage subject matter experts with experience in developing community memory programs and inclusive cultural heritage collections to create a new course for the DCS series that will deepen and expand on this topic.

Project audience and beneficiaries

This project targets and will benefit staff at cultural heritage institutions, with an emphasis on (but not limited to) small and rural libraries, museums, and archives, who are seeking the skills and knowledge to create new digital collections or digitize existing physical collections, but are without access to formal, comprehensive training in the full range of activities that comprise digital collections stewardship. We anticipate that up to 200 staff from cultural heritage institutions will participate in the peer-learning groups during the project. Up to 250 additional staff are expected to enroll in the new on-demand course created for this project before it ends in January 2026.

This project also targets and will benefit state library agency staff who seek ways to a) streamline and enrich the training they offer for their digital initiatives and b) increase the visibility of, and contributions to, their states’ digital memory sites. The project products, including a new course in the DCS series, a replicable training model, and a guide to facilitating digital collections stewardship training for peer-learning groups, will be made freely accessible and openly available to all.

The long-term beneficiaries of this project will be the people in the communities these institutions serve, who will be able to discover, access, and see themselves reflected through a wide range of stories and voices as their cultural heritage institutions create more diverse digital collections.

Project Work Plan

Pilot partners

The state libraries of Colorado, Georgia, Indiana, Michigan, and Wyoming have all committed to participating as partners in the pilot program. They have estimated the readiness and capacity of staff at their states’ cultural heritage institutions for digital collections work, and determined that this project aligns with one or more of their key strategic goals. Their letters of support outline their motivations for participating in the pilot project (see Supportingdoc1.pdf).

Project team

This project builds on the experience and expertise developed during the recently completed project, *Digital Stewardship Training Courses for TALMs and Small Public Libraries*. WebJunction Program Director Kendra Morgan will serve as project director to provide project oversight and grant administration. In the role of project manager, WebJunction Learning Manager Dale Musselman will lead the design and implementation process for the pilot program with the state library partners, and will manage the design and development of the new course. Mr. Musselman led the development and production of the existing DCS courses, and brings a wealth of experience in

creating many other successful national online learning programs. Zoe Fisher, WebJunction Instructional Designer/Learning Community Manager, will provide instructional design and course development, and OCLC's Senior Project Coordinator Brooke Doyle will coordinate project logistics and support the implementation of the state library pilot programs.

The project team listed above will also draw upon the knowledge and experience of several consultants and advisors, including staff from WiLS (formally Wisconsin Library Services), a non-profit membership organization that facilitates collaborative projects and services to advance library service, primarily in the state of Wisconsin. WiLS staff will bring their valuable expertise in running Recollection Wisconsin, training their content partner institutions, and particularly in creating their Digital Readiness Toolkit. WiLS staff will advise the project team during the co-design and training implementation processes with the pilot partners. Additionally, several interested staff from state library agencies who are not able to participate as pilot partners will be asked to review and provide feedback on a final version of the peer-learning group guide that will be produced as one of the final project outputs.

Subject matter experts will be contracted to collaborate on creating the content of the new course. Cheryl Eberly, Principal Librarian at Santa Ana Public Library, who directed an IMLS-funded National Leadership Grant project called Memories of Migration (LG-07-14-0067-14), has agreed to consult on the project, and will bring her creativity and significant expertise in cultural heritage collections to the creation of this course. As director of the Memories of Migration project, Ms. Eberly led this library-based community memory program that jump-started the development of digital collections on the shared stories of human migration in America. The project developed techniques that brought to life the experiences of immigrant communities in New York, New Mexico, Connecticut, and California, offering these communities a voice in the growth of their shared stories of new lives in a new country. If funded, the project team will also seek an additional subject matter expert, with input from Ms. Eberly, to complement her expertise and bring in a broader range of experiences and community voices as we develop the course.

Primary project deliverables

The project has two primary deliverables: The first is a **training model** that uses facilitated peer-learning groups for staff at cultural heritage institutions. This will be implemented in a pilot program by the state libraries of Colorado, Georgia, Indiana, Michigan, and Wyoming. During these facilitated peer-learning groups, which will meet over the course of six to nine months, each state library partner will support on average up to 40 staff at libraries, archives, and museums in their states as they learn to create, share, and steward digital collections. In the six months following the training, participants will demonstrate their learning by creating digital collections for their institutions. At the end of the project, a **guide** on how to organize and implement facilitated peer-learning groups will be refined and made freely available to all cultural heritage organizations that wish to replicate this training model.

The second deliverable will be a **new course** for WebJunction's DCS training series on how to build more diverse collections that will encourage and enable staff to identify gaps in their collections and use a community-centered approach to creating digital collections in responsible, respectful ways. This course will build on the existing DCS series, which sought to center Indigenous protocols, goals, and values as the starting place for building policies, workflows, and curation. The project team will work closely with subject matter experts to include additional perspectives that are also underrepresented in the historical record, for example, from—but not limited to—Asian American, Black, Latino/a and Hispanic American, and LGBTQIA+ communities.

*Project activities***1. Co-Design Pilot Programs with State Library Partners – August 2023-February 2024**

The project team will meet virtually with the five partners in the pilot program from the state libraries of Colorado, Georgia, Indiana, Michigan, and Wyoming to discuss and consult on how to approach organizing their learning groups, how they want to customize their training content, and how to recruit participating organizations for the learning groups. This will also include a discussion on selection criteria for these participants, such as a commitment to the staffing capacity required to successfully create and share a digital collection during the implementation phase of the training.

In group meetings, the project manager and coordinator will orient partners to the DCS course series. They will also be introduced to WebJunction’s facilitated peer-learning group training model and a guide to leading facilitated peer-learning groups through the DCS course series. This guide will be adapted from WebJunction’s *Learning Group Facilitation Guide* (<https://www.webjunction.org/news/webjunction/facilitator-guide-general.html>). Pilot partners will also learn how participants can use the DCS courses as a basis for learning about digital collections stewardship in a collaborative, motivating group environment that does not require an instructor, while still supporting participants to set attainable goals and connect their learning to practical application.

During this co-design phase, each state partner will work with the project team to outline local logistics for their peer learning groups, including the size of the groups (a typical group might have 10 to 12 participants), meeting frequency, and whether to meet online, in person, or both/hybrid. Beginning in October, the project team will meet monthly with each individual pilot partner to identify the learning needs of and specific resources for staff at their state’s cultural heritage institutions. For example, our Michigan partner may have their learning groups work through all of the DCS courses, and augment these with the training and documentation they use for their Michigan Memories project.⁵ Each state agency may also incorporate other materials from WebJunction, WiLS, or other free learning providers on topics such as Web Archiving for Public Libraries,⁶ an on-demand introductory course on the concepts, opportunities, and tools of web archiving; or Alternative Basic Library Education, a program developed by the Idaho Commission for Libraries.⁷

Key activities

The project manager and project coordinator will be responsible for: creating a draft guide to providing digital collections stewardship training using facilitated peer-learning groups, in consultation with state library partners; creating a project communications plan; writing an evaluation plan in consultation with the project’s independent evaluator; organizing and leading a virtual project meeting with state partners at the beginning of the project; consulting with project partners and consultants to plan a customized, collaborative learning program (e.g., identify a facilitator for the learning groups, establish targets for size and number of learning groups to organize, determine learning group logistics such as meeting in-person or online, how often, and the overall duration of each group, and select any supporting courses or materials to include in the curricula beyond the DCS series); helping state partners with recruiting participants, for example, consult on selection criteria, or provide a template for a call for

⁵ See more information on the Michigan Memories project here: <https://michmemories.org/exhibits/default/about/michigan-memories>

⁶ The *Web Archiving for Public Libraries Course* was designed through an IMLS-funded grant to the Internet Archive. The two-hour on-demand course incorporates content created for that program as well as the experiences of the participating libraries, to introduce public library staff to the concepts, opportunities, and tools of web archiving. For more information, see: <https://www.webjunction.org/news/webjunction/web-archiving-course.html>, and to access the course go to <https://learn.webjunction.org/course/search.php?search=web+archiving>.

⁷ See more information on the ABLE courses here: <https://www.webjunction.org/news/webjunction/now-available-able-courses-in-webjunction-catalog.html>.

participants that can be adapted by each state as desired; and facilitating at least two additional group meetings with all pilot partners in the first six months of the project to track progress and share learnings.

2. New On-Demand Course – August 2023-April 2024

In parallel with the previous activity, the project team will create a new on-demand course that describes the opportunity that digital collections present to add to the racial, ethnic, and/or cultural diversity of an institution's collection. This course will support the creation of more representative collections and will encourage cultural heritage institutions to expand their collections by authentically and respectfully engaging with people and communities who currently live, or have lived, in their location but who are not equitably represented or well-served by existing collections.

Like the other courses in the DCS series, it will focus on decision making and planning, with an action-based workbook that guides the participants through the real-world implementation of the course's concepts. The new course will create new video interviews with practitioners sharing their experiences with creating diverse collections; learner surveys in the existing DCS course series have called out the practitioner interviews as being especially motivating, allowing them to hear how other small institutions are creating and sharing digital collections. This new course will also draw on relevant learnings and approaches from OCLC's 2022 publication, *Reimagine Descriptive Workflows*, to support the capacity of staff to engage meaningfully with the communities they are working with to represent.⁸ This report offers a framework of guidance for working with communities and many of its concepts will inform the creation of the new course, including acknowledging that many past and present collections practices have caused harm; prioritizing a human-centered approach; and promoting respectful, reciprocal community co-design. The new course will help participants understand the complexity of diversifying their collections in ways that are truly respectful—it's not simply about adding more items to diversify collections, it's also about how those collections are built with and add value for the community. This cannot be done responsibly without sufficient community input.

Cheryl Eberly has agreed to consult on the creation of the course content. Ms. Eberly led the IMLS-funded *Memories of Migration* project, a library-based community memory program that created digital collections to document experiences of immigrant communities. If funded, the project team will also seek an additional subject matter expert, with input from Ms. Eberly, to complement her expertise and bring in an even broader range of experiences and community voices as we develop the course. We will also seek two to three practitioners from small cultural heritage institutions who have successfully created diverse and representative digital collections to interview for the course. Pilot partners will be asked to review the course, and their feedback will contribute to the revision and quality-check process.

Key activities

The project manager and coordinator will seek and contract consulting subject matter experts and practitioners to contribute to the course. The project's instructional designer will develop the course in collaboration with the subject matter experts, and in consultation with the project manager and the project coordinator. These activities will include creating the course outline and storyboard; identifying additional learning materials; planning and recording practitioner interviews and editing videos for course use; building the course module in Articulate 360;

⁸ Frick, Rachel L., and Merrilee Proffitt. 2022. *Reimagine Descriptive Workflows: A Community-informed Agenda for Reparative and Inclusive Descriptive Practice*. Dublin, OH: OCLC Research. <https://doi.org/10.25333/wd4b-bs51>.

managing the review, quality checks, and copyediting of the course; revising course and materials as needed; and publishing the course to Moodle, WebJunction’s learning management system.

3. Support Pilot Partners with Training and Implementation – April 2024-October 2025

After consultation with the project team on selection criteria, identifying success factors for quality and inclusivity, as well as quantity of new digital collections participants create and share, and recruitment messaging, state pilot partners will recruit and select participants from April through August 2024. State pilot partners will launch their learning groups in August 2024. Each group will start with a kick-off meeting and will be facilitated—by peers or by staff from the partner state agency—using the guide developed in the first activity. Each learning group participant will proceed through the DCS course series on their own while attending regular group discussions led by the facilitator. Using workbooks provided in the courses, each participant will also devise an action plan for creating and sharing digital collections. Up to 200 staff from libraries, archives, and/or museums will take the customized DCS training in facilitated peer-learning groups from August 2024 through April 2025. The six months following the training, from May through October 2025, will be an implementation phase, during which participants will create and share at least one new digital collection, either through their state’s digital memory site or another sharing platform.

Key activities

The project manager and project coordinator will schedule regular conversations with state library staff to track progress, provide ongoing consultation for any challenges that might emerge, and collect formative feedback on the facilitated peer-learning group training model and guide.

Pilot partners will lead the recruitment of staff at cultural heritage institutions. They will also lead the formation of the learning groups in their states. Both the project team members and staff from pilot partner states will participate in or support kick-off meetings for these learning groups. Pilot partners will maintain regular communications with their learning groups through email and/or meetings online, or in person, to track the progress of both learning groups as well as individual participants as they go through the course material; they will also consult with and advise the participants during training as needed. During the implementation phase, the pilot partners will remain in contact with participants via email or regular calls, and will consult with participants as needed while they create and share their new digital collections.

4. Gather and Analyze Pilot Partner Outcomes – May 2025-January 2026

As participants continue to create and share their new digital collections, the project team and pilot partners will likewise continue to monitor their progress and support them. During this stage of the project, an independent evaluator will collect feedback from all of the state partners; the project team will collect data from the facilitators and participants in the learning groups. This data will be analyzed to surface best practices and learnings to refine the final guide in the next step. The project team will also collect data on all digital collection implementations, including from participants on their experiences, how well the training prepared them for implementation, and feedback on the new course.

Key activities

The project team will hold regular virtual meetings with pilot partners; with the evaluator they will document the learning, challenges, and successes that surfaced in each pilot state, and they will analyze and synthesize the evaluation data for best practices and learnings that can be used in the next steps.

5. Update, Review, and Revise Peer Learning Group Guide – September-December 2025

Incorporating relevant evaluation data, success stories from state partners, group facilitators and their participants, and other pilot program results, the project manager and coordinator, with the support of OCLC's Research Communications Team, will update the facilitated peer-learning group guide for digital collections stewardship. The updated version of the guide will be shared with a select group of reviewers in the field, including staff from state library agencies who expressed interest in the project but were not able to participate as pilot partners. This feedback will contribute to the final versions of the peer-learning group guide and the course.

Key activities

The project manager and project coordinator will draft an updated guide. The project coordinator will facilitate the review process with select readers. Using their feedback, the project team will make any needed final revisions to the guide and the course.

6. Publish and Promote Final Project Deliverables – June 2025-January 2026

Upon completion, the final guide will be published on WebJunction's learning platform, where it will be freely available for any organizations or individuals who wish to train staff, or themselves, in digital collections work.

In the final six months of the project, the project team will promote the project resources to key member organizations such as COSLA, the Association of Rural & Small Libraries (ARSL), the Society of American Archivists, the Small Museum Association, and the American Association for State and Local History; the team will also propose a session about the freely available resources at one or more national conferences. WebJunction will promote the project results through OCLC and WebJunction channels, and it will continue to host the course series and the learner guide beyond the end date of the project.

Key activities

The project team will disseminate the project resources at a minimum of one annual conference such as ARSL or ALA (pending acceptance of session proposal), and coordinate with OCLC communications staff to widely promote the project results nationally via OCLC and WebJunction's media channels.

7. Evaluation and Project Wrap-up – August 2023-January 2026

The independent evaluator will gather key project data such as qualitative feedback from each pilot partner, and the project team will gather project data from group facilitators and individual learner feedback regarding training effectiveness and learner outcomes, both immediately after training and after creating digital collections, and learner feedback on the new course added to the DCS series. These data will be used to help assess the effectiveness of the project outputs and results, and will be used in both the dissemination activities such as presentations as well as the final report.

Key activities

The project manager and the project coordinator will consult with the evaluator to develop an evaluation plan and evaluation tools; collect feedback from the pilot state library agencies; collect feedback via surveys of staff participants and learning group facilitators; collect data on independent course usage; and collect data from staff participants after creating and sharing digital collections.

Diversity Plan

This project will equip staff at state libraries to guide cultural heritage institutions toward creating collections that are more representative of the diversity of their communities. It will also encourage and enable library, archives, and museum staff to identify gaps in their collections and use a community-centered approach to build more diverse

digital collections in responsible, respectful ways. Project results will contribute to collections that better reflect their institutions' local and regional histories, resulting in a more equitable, inclusive, and comprehensive representation of the communities they serve. By helping libraries, museums, and archives to develop more diverse collections that reflect the depth and breadth of their local and regional area and histories, this course will enable these institutions to bring more community voices and stories into their collections in authentic and non-extractive ways. Through strengthening collections with these voices and stories, this project can meaningfully expand the world of knowledge to which patrons have access, contributing to growing the cultural literacy our communities can use now. As IMLS Director Crosby Kemper wrote in the Laura Bush 21st Century Librarian Program FY2023 Notice of Funding Opportunity last fall: "Cultural literacy is necessary for the kind of literacy and the kind of skills that define real equity."

Project Results

This project will (a) build and strengthen the knowledge, skills, and confidence of staff at libraries, archives, and museums to create, share, and steward digital collections respectfully; (b) increase the comprehensive representation of diverse communities in institutions' digital collections; and (c) increase the number of cultural heritage institutions that create, share, and steward digital collections.

The project will also (d) equip state library agencies with strategies and resources to successfully adopt the facilitated peer-learning group training model to increase the reach and breadth of their training; (e) raise awareness of state and regional repositories; (f) help states to create or strengthen the networks of learners at cultural heritage institutions in their states; and (g) support increased participation in state or other digital memory projects and related technical training that is available.

A near-term outcome of this project is up to 150 new digital collections created and shared by participants, some of whom are expected to be from the same institutions, in consultation and/or collaboration with their communities. Longer-term impacts include an increase in cultural heritage institutions with digital collections that are more fully representative of their communities; state libraries gaining more, and richer, digital collections that reflect the depth and breadth of their communities and their local and regional histories; and state libraries applying the facilitated learning group model for other training needs.

By funding this proposal to start in August 2023, the project team will be able to capitalize on the momentum and expertise built during the development and promotion of the recently published course series, and it will benefit from the capacity and motivation that the state library partners and subject matter experts who have enthusiastically agreed to partner on the project will bring to the initiative. If funded in FY24, this project will also support state library pilot partners with the fulfillment of their planned strategic goals to strengthen and expand access to digital collections in their states.

OCLC is grateful for the opportunity to propose this project, and we look forward to your review.

Enhancing Digital Collections Stewardship through Facilitated Group Learning
Year 1: August 2023 - July 2024

Phase	Key activities	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Deliverable 1: Facilitator Guides and Instruction	Kickoff project with state library partners												
	Create an initial draft of the Facilitated Learning Guide												
	Identify specific needs per state library												
	Co-design five learning programs												
	Support state pilot communications and recruitment												
	Consult and support state pilot implementation preparations												
	Document methods, challenges, successes of each pilot												
Deliverable 2: Create self-paced course	Contract subject matter experts												
	Develop course structure and outline												
	Plan, record, edit practitioner interview videos												
	Create course content, identify learning materials etc												
	Build course module in Articulate												
	Review course/quality check/proofread												
	Revise course and materials												
	Publish course to Moodle												
Communications	Develop communications plan												
	Write content for press release, project page, articles												
	Write and submit proposals to appropriate conferences/events/meetings												
	Webinar to promote the new course												
Evaluation	Contract evaluation consultant												
	Develop evaluation plan with evaluation consultant												
	Develop evaluation tools with evaluation consultant												
	Collect data on independent course usage												

Enhancing Digital Collections Stewardship through Facilitated Group Learning
 Year 2: August 2024 - July 2025

Phase	Key activities	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Deliverable 1: Facilitator Guides and Instruction	Support state pilot communications and recruitment												
	Consult and support state pilot implementation preparations												
	Monitor, consult, advise the five pilot states during training implementation												
	Support states and libraries during digital collections implementation												
	Document methods, challenges, successes of each pilot												
Communications	Write content for press release, project page, articles												
	Write and submit proposals to appropriate conferences/events/meetings												
Evaluation	Collect feedback from the pilot state library agencies												
	Collect learner feedback via survey from the learning group participants and facilitators in the pilot												
	Collect data on independent course usage												
	IMLS mid-term reports												

Enhancing Digital Collections Stewardship through Facilitated Group Learning
 Year 3: August 2025 - January 2026

Phase	Key activities	Aug	Sept	Oct	Nov	Dec	Jan
Deliverable 1: Facilitator Guides and Instruction	Support states and libraries during digital collections implementation						
	Analyze evaluation data for best practices, etc. learnings across the pilots						
	Review all evaluation data and feedback						
	Create the DCS Facilitated Learning Program Guide						
Communications	Write content for press release, project page, articles						
	Present at events						
Evaluation	Collect feedback from the pilot state library agencies						
	Collect data on independent self-paced course usage						
	Collect data from library participants after creating digital collections						
	Final evaluation report						

Digital Products Plan

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Type

The project will create the following types of digital resources:

- an online, on-demand course designed in Articulate 360 and published in Moodle, WebJunction's learning management system. The course will include interactive learning content such as text, graphics, and videos;
- a downloadable Word format workbook where the learner can record their thoughts and begin to create an action plan for implementation at their library;
- a facilitated learning group guide that will direct a peer facilitator or trainer through the process of organizing, leading, and managing a group of learners as they progress through the Digital Collections Stewardship series of on-demand courses. This guide will be available to download as in both pdf and Word formats;
- articles and project information published on WebJunction.org to promote the content and increase awareness of the resources;
- a live webinar and webinar recording that promotes the availability of the content and encourages library staff to participate in the training.

These resources will include accessibility functionality such as alt text for images and captioning for videos. The live webinar will be closed captioned, and the webinar recording will include a digital transcript and captioning.

Availability

All digital products will be published online at WebJunction.org and/or in WebJunction's online Course Catalog, where they will be freely available for anyone to access and use.

Access

All content created for the project will be provided under a Creative Commons CC BY-NC-SA 4.0 license.

Sustainability

Connecting library staff to the knowledge, skills and confidence to power strong libraries is the mission of OCLC's WebJunction program. As with all our publications, we will host the digital products at WebJunction for a minimum of three years beyond the end of the grant, and will continue to provide direct support to learners using the course materials. We will also review the content for updates/revisions.

Organizational profile

Your organization's mission or statement of purpose, noting the source, approving body, and date of the official document in which it appears

OCLC is a global library organization that provides shared technology services, original research, and community programs for its membership and the library community at large. We are librarians, technologists, researchers, pioneers, leaders, and learners. With thousands of library members in more than 100 countries, we come together as OCLC to make information more accessible and more useful.

Whether we're supporting advancements on the leading edge of science or helping children build a strong learning foundation, shared knowledge is the common thread. People can find the answers they need to solve important problems in their lives, in their communities, and in the world. Together we make breakthroughs possible. Both big and small.

Source: <https://www.oclc.org/en/about.html>

Also see, application document: 'Proofnonprofit' as verification of OCLC's non-profit status.

Your organization's governance structure if your library is located within a parent organization or if your organization is a nonprofit affiliated with a library

Not applicable.

Your service area (i.e., communities and/or audiences served, including size, demographic characteristics, and geographic area)

OCLC products and services are available to libraries around the world and currently has nearly 30,000 members in 100+ countries. OCLC's WebJunction program serves a primarily U.S. public library audience through the website: webjunction.org. WebJunction is free and welcome to all libraries to use, regardless of size, type, or location.

A brief history of your organization, focusing on the organizational unit that will be directly involved in carrying out the work

OCLC was founded in 1967 as a nonprofit, member-driven library community. The OCLC Research team focuses on research collections and support, understanding the system-wide library, data science and user studies. WebJunction, a program of OCLC Research, was launched in 2003 to connect library staff with the knowledge, skills and confidence they need to deliver transformational services to their communities. Over the past 20 years, WebJunction has helped more than 140,000 learners through innovative training programs, timely webinars, and inspiring articles.