Libraries Advancing Community Learning to Reduce Substance Use (LACL)

Project Justification

Libraries Advancing Community Learning to Reduce Substance Use (LACL) is a two-year, $149,993 National Forum project that aligns with LB21 Program Goal 1: Champion Lifelong Learning, Objective 1.2 (Support the training and professional development of the museum and library workforce). The University of Missouri (MU), in partnership with Emporia State University (ESU), University of North Carolina at Greensboro (UNCG), and Kansas City Public Library (KCPL), will host a two-day National Forum that will bring together subject experts and library staff participants to focus on understanding, augmenting, and expanding libraries' roles in alcohol use disorder (AUD) and substance use disorder (SUD) recovery and prevention through reading, bibliotherapy, and peer-to-peer learning circles. Given that this topic is somewhat novel in American public librarianship, the forum will include invited talks by professionals such as psychologists/therapists, addiction counselors, social workers, and bibliotherapists, as well as experts in the library field. The forum will be organized around sharing knowledge and developing resources related to five topical areas: (1) facilitating social connections in public libraries; (2) public library roles in AUD and/or SUD recovery through partnerships with social workers and other experts in the field; (3) therapeutic uses of literature, including reading groups and collection development to support bibliotherapy; (4) support for library staff suffering from AUD and/or SUD and secondary trauma; and (5) marketing and outreach to reach people who will benefit from these efforts.

Past projects funded by the IMLS have focused on understanding and supporting how public libraries can play powerful roles in addressing substance use, misuse, or abuse (#LG-00-18-0298-18, #LG-40-05-0383-05), including the opioid epidemic (#RE-254919-OLS-23, #LG-250082-OLS-21). This project takes a different approach, by focusing on the interplay among alcohol and substance use disorder (AUD/SUD) recovery, social connection, and public librarianship. There is increasing evidence that these are the conversations that America's public library workers want to have. The October 2023 annual forum of the Urban Libraries Council featured Dr. Jeremy Nobel, MD, founder of the Foundation for Art & Healing, as a keynote speaker. Dr. Nobel spoke on how, with loneliness and addiction both on the rise, we are beginning to understand how the two interact – and how solutions may involve a braided approach. As Dr. Nobel (2018) has written, "on the journey to recovery from addiction, loneliness can itself be a glaring risk factor for relapse and an overwhelming obstacle to achieving sobriety in the first place" (para. 2).

The outcome of the forum will be an online resource containing a white paper and toolkit to guide programming in public libraries that addresses AUD and SUD and recovery through social support and reading groups. The target audience for the project is public library staff. We will invite 50 participants for the in-person forum. The forum will also be available online for any library workers who register for it, and the toolkit will be openly available within a year of the forum. There are two groups of beneficiaries: (1) people who are experiencing AUD or SUD and the library staff who serve them, and (2) library staff who use the toolkit and those experiencing AUD and/or SUD themselves, as one topic that will be addressed in the forum is caring for staff and promoting staff wellness.

Background

Historically, and still largely in the present, conversations regarding how public libraries and library staff address adult health issues centers on informational exchanges at the reference desk. For instance, in a 2024 interview, Librarian of Congress Carla D. Hayden described public libraries' role in health: "The number one information request to public libraries in this country is for health information. People would come in from their doctor's appointment and hand us their prescriptions so we could look through the reference. We're that trusted source" (Hayden & Galvin, p. 28). In addition to supporting individuals' health through reference transactions, public library staff also increasingly support community health through programs that bring people together. In a recent review of the literature on public libraries' capacity for supporting social connection and inclusion, Dalmer et al. (2022) identified that during the pandemic there was a noticeable increase in literature on how libraries support "people in need of social supports for their mental health and wellness" (p. 29) with programs and services that bring patrons together to support each other.

AUD and SUD are prevalent and growing problems that affect all segments of the population. The 2022 National Survey on Drug Use and Health (NSDUH) found that "48.7 million people aged 12 or older (or 17.3 percent of the population) had an SUD in the past year, including 29.5 million who had an alcohol use disorder and 27.2 million who had a drug use disorder" (p. 33). 29.5 million people ages 12 and older had AUD in the past year, including 17.4 million males (12.6% of this age group), 12.2 million females (8.5%), 154,000 American Indian or Alaska Native people (10.5%), 958,000 Asian people (5.6%), 3.6 million Black or African American people (10.5%), 18.6 million White people (10.9%), 5.5 million Hispanic or Latino people (14.7%), and 609,000 people of two or more races (14.7%) (National Institute on Alcohol Abuse and Alcoholism, 2023). What is particularly alarming is that only 2.2 million people with AUD (7.6% of Americans with AUD) received any treatment in the past year, including 8.2% of males and 6.5% of females. The lowest percentage of people who received treatment was people of two or more races, at 3.2% (National Institute on Alcohol Abuse and Alcoholism, 2023).

AUD and SUD are also intertwined with loneliness. Ingram et al.'s (2020) systematic review of the literature on loneliness and substance use found that "loneliness is related to poor physical and mental health, substance use, the quality of relationships, stigma and perception of ill treatment by others" (p. 447). While loneliness and related AUD and/or SUD is widespread, evidence shows that females and younger people experiencing SUD are more likely to have acute feelings that they are lonely, and thus the experience of SUD and loneliness is more pronounced. Research on the effects of COVID-19 deepened our understanding of the link between loneliness and AUD/SUD; Horigan et al. (2020) found that young adults were especially affected by this intertwined problem. On May 3, 2023, United States Surgeon General Dr. Vivek Murthy released a *Surgeon General's Advisory on the Healing Effects of Social Connection and Community*. This national policy document states that public health professionals should "integrate social connection as a key component of health promotion and wellness programs focused on related health issues (e.g., … substance use)" (p. 57), since evidence shows that "social norms reinforce or discourage health-related and risky behaviors (substance use)" (p. 7). Hold-Lunstad and Uchino (2015) explained that "there is good epidemiological evidence that distinct measures of social support are related to positive health outcomes" (p. 185). Libraries can draw on a variety of existing tools to combat loneliness, as described by Rich (2024), including events such as "The Longest Table," which invited people across the community to break bread together while discussing "personal strengths and community assets" (p. 14), or engaging in collective creative expression. Rich (2024) concludes: "The Surgeon General's advisory lays out explicit actions for community-based organizations to take in this effort, including advancing public education on the importance of social connection, providing programs and services that engage the community, and fostering a culture of connection by modeling and highlighting healthy social engagement" (p. 15).

More explicitly connected to this forum is research on the prosocial outcomes of reading, and even more, to positive effects associated with the experience of group reading. Ross, McKechnie, and Rothbauer (2018) describe how reading is beneficial to personal development at all ages and stages of a person's life. For instance, adults experiencing a crisis might find a new lens to understand their life through a book, or a book might provide the means to mentally escape from a self-limiting 'script' about their life that they have been replaying in their heads. Librarians might recommend books to specifically help them work through crises, which is referred to as bibliotherapy. Furthermore, reading with others can be especially helpful: "the therapeutic benefits flow from the combined experience of reading books on one's own and of discussing the books with others in the supportive context afforded by a close-knit group" (Ross, McKechnie, and Rothbauer, 2018, p. 222); in this way, the reading group then becomes an informal support group. Ingram et al. (2020) describe one study that found SUD prevents people from forming meaningful relationships, as it often leads them to self-isolate or withdraw from social situations. Recovery support groups offered participants a way to pursue "relationships that are authentic and meaningful, as well as positive activities that provide a sense of purpose" (p. 492) while simultaneously reducing loneliness. People need to feel that they have someone who they can turn to and a place that they feel they belong. If library staff is prepared, libraries can become ideal spaces to facilitate such relationships (Bossaller, Long, & Vardell, 2023).

While bibliotherapy is a less-often used word within librarianship at present in the United States, librarians do actively cultivate their Readers' Advisory (RA) skills. RA overlaps conceptually with bibliotherapy (BT), though BT is

more pointedly purposeful in its relation to self-development. In the United Kingdom, BT is more widely accepted in libraries, especially through the popular service "Books on Prescription," which has been used to lessen the burden on the strained mental healthcare system. As a result, many public libraries have obtained more low-reading level therapeutic books in various languages to better serve their community (Brewster et al., 2013). According to a team of researchers and librarians who worked to advance BT in American public librarianship through a Carnegie-Whitney Award from the American Library Association, BT is "a distinct field, requiring specialized knowledge, training, and expertise, which librarians often lack. This does not mean, however, that librarians cannot practice BT … They can receive specialized training or become expert partners on multi-professional BT teams" (Dali et al., 2016, "Introduction", para. 1). This need remains largely explicitly unfulfilled, though library staff frequently engage in adjacent work.

Many libraries host or support reading groups, and some libraries host AUD and SUD recovery groups, but the idea of connecting the two remains only loosely explored. There are many kinds of books that library employees could utilize for book groups concentrating on substance/alcohol use disorder. The project "R4R @ Rutgers: Reading for Recovery" (Ward et al., 2016) became the basis for the newly published book *The Librarian's Guide to Bibliotherapy* (Ward & Allred, 2024), which lays out some approaches to take for AUD and SUD, and which we will refer to in this forum (note that we contacted the authors to speak, but they are unable to attend). The concept of 'appeal' is common to RA (Saricks, 2005). We note that there are literary genres that address AUD and SUD that might be especially appealing to certain demographics. For instance, Chrisler and Ulsh (2001) describe feminist approaches to bibliotherapy and identify several books that feminist therapists recommend for their patients. The "Quit Lit" genre, which combines memoir, self help, and advice on changing one's relationship with alcohol, might be especially appealing to people who identify as women (Choosing Therapy, 2024). Titles such as *Quit Like a Woman, The Unexpected Joy of Being Sober* and *This Naked Mind* push back against traditional labels and pathologies of alcoholism as well as the patriarchy of Alcoholics Anonymous and instead focus on social and educational approaches of behavior modification. Libraries could play a role in supporting people interested in using such books in a group setting. Such an approach combines the informational support offered within a library space with the peer behavior and social network support that are key for behavioral change regarding AUD and SUD (Bossaller, Long, & Vardell, 2023). A model for providing social support also appears in some library's deployment of peer navigator programs, which are led by "individuals with 'lived experience,' meaning they are in recovery and have found stabilization in regard to housing, mental health, and/or substance abuse" (Chant, 2017, para. 1). The Denver Public Library is a pioneer in this model, which has since spread to places as heterogeneous as Kalamazoo, Michigan, and rural central Texas (Tocker Foundation, 2024). We also see the interplay among SUD recovery, social connection, and public librarianship in efforts such as the Appalachian Regional Library's 2019 Good Neighbor Big Read project, entitled "Stories of Recovery: Finding Hope & Help," a year-long initiative where public programs brought together community partners and patrons to discuss, reflect, and offer support during SUD recovery journeys (Blackburn, 2019).

Therapeutic reading groups are discussed by Walwyn and Rowley (2011), who define them as "a form of creative bibliotherapy… characterized by novels, stories, or poems read communally, in group time, aloud, and by group members, rather than in the group members' own time, as in traditional reading groups" (p. 303). Libraries can support therapeutic reading and amplify efforts to support sobriety through collection development, by stocking memoirs, short stories, movies, and music, and by developing book displays, reading guides, and resource guides (Grove, 2020). Beyond supporting individuals seeking to change their relationship with alcohol, libraries can also inform the public about AUD and SUD prevention in the same way that they might educate people about the warning signs for other health concerns like heart attack or stroke (Perdue, 2006). There is no need for librarians to act outside of the profession as a social worker or therapist. Libraries can offer books, space, programming, and opportunities for peer-to-peer social support, while fostering collaborations and partnerships with professionals in their communities. Social workers, healthcare workers, and other outside speakers can contribute to the library's educational and social programming and their efforts.

In sum, public libraries have the infrastructure to support many of the components of this proposal, but there is a need to explicitly demonstrate and discuss how libraries and library staff can build their capacity to support recovery groups through reading and social connection. A National Forum is an opportunity for professionals across multiple

sectors to interact and share their knowledge. The approach that this forum will take is to bring together an array of library staff and outside experts who have worked in the related areas of AUD and SUD support. After the forum, we will use what we learned to create resources that encapsulate the collective knowledge about this work so that library employees are more prepared to successfully tackle problems related to AUD and SUD in their community. The forum will offer a unique professional development opportunity as well: a two-day in-person and online event dedicated to exploring this important issue and developing solutions that will be made available for free to anyone after the event who wants to try out and adopt materials developed through the forum.

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Project Work Plan

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This is a national forum grant that will bring together library staff and experts working in the interdisciplinary recovery field. We will select library staff to participate in the forum who represent different types of communities (e.g., urban and rural) and different sizes of libraries (from single-room libraries to large systems). The forum will include five thematic units, each of which will be kicked off by an expert speaker followed by facilitated small-group discussions and brainstorming sessions, then reconvening the entire group for a short wrap-up and development of key points, as well as questions that arose during the breakout sessions. The proposed thematic units include facilitating social connections in public libraries; public libraries' role in SUD/AUD recovery through stronger bonds with social workers and outside experts; therapeutic use of literature, including reading groups and collection development to support bibliotherapy; support for library staff suffering from AUD/SUD; and exploring how to use marketing and outreach to ensure programming reaches those who may need social connections and support. We will create a safe space to protect privacy and confidentiality by setting ground rules during the initial session. No information will be shared that includes any confidential information.

The keynote and speaker sessions will be broadcast live via Zoom and Facebook Live to reach the broadest audience possible. Recordings of speaker sessions will be available on our website. The project team (PI and co-PIs) and/or trained students will facilitate and take notes during the breakout discussions, and online participants will be moved into breakout Zoom rooms (the number of rooms and facilitators will be determined in advance of the conference, as registration will be required). Key points from each small group discussion, as recorded in their sessions, will be included in the white paper. The project team will write an initial white paper summarizing key themes and potential initiatives in the months after the conference, which will then be distributed to both in-person and online participants of the conference. The project team will incorporate revisions based on their feedback, which will be used to develop a toolkit that includes resources and replicable/reusable materials developed during the conference. The final white paper and toolkit will be available through the project website. Details from each step are outlined below.

Planning Logistics

The PI (Bossaller) and staff at the University of Missouri will be responsible for developing the website that will be used to advertise the forum. Application materials and registration will be on the website. It will also eventually house all the materials developed during and after the forum for ease of access. We have included a stipend in the budget for professional website design.

The PI and co-PIs, or Project Team, including Bossaller, Lenstra, Long, Vardell, and partners at KCPL will be responsible for developing materials for the workshop (e.g., handouts and discussion questions) that will be distributed during the event, except those developed by invited speakers. We will work with each speaker to determine if they already have materials that they want to use or if they want help developing the materials. We will ensure that all materials that we use for the forum are open access (free of copyright), adhere to accessibility standards, and can be made publicly available on the website.

The Kansas City Public Library staff will secure the space for the forum in the library, the hotel for participants, and food for the event. They have hosted similarly large events and have appropriately sized spaces for all components of the event. We will work with their A/V staff to test equipment the week prior to the event.

Recruitment

The event will be advertised through a variety of state and national listservs and communication channels that reach public library staff, including those maintained by the Public Library Association, the Association for Rural & Small Libraries, the Urban Libraries Council, and the American Library Association. The call will also be shared with the Chief Officers of State Library Agencies. There will be two applications: one for the in-person event in Kansas City, and one for online event registration. Both application forms will include questions about the applicant's library, job experience related to public libraries and health, and a brief self-assessment of participants' perceptions and feelings about the subjects of the conference, their library's past and planned health and SUD/AUD programs, and their perceptions about their library's strengths and weaknesses in facilitating or supporting reading groups and learning circles. The application form for in-person applicants will include a brief essay that outlines their experiences with and fears/concerns about providing social support to address AUD/SUD. The online participants' application will not require an essay. We anticipate receiving 150 applications for the in-person forum by December 1, 2024, and we anticipate confirming the 50 in-person and 100+ online participants by February 2, 2025. Online registration will be open until the week prior to the forum.

Selection of In-Person Attendees

The project team will review applications and select 50 participants for the on-site forum. We will aim to include participants of varied career stages who work with adults in a public library setting and who represent a diverse cross-section of the U.S. (i.e., urban, rural, diverse socio-cultural demographic characteristics, etc.). Priority will be given to applicants who have undertaken related public services in libraries (e.g., reading/learning groups, outreach, and/or social services), and/or who represent underserved communities. The application will emphasize that any library staff member who wishes to learn and contribute to the event will be able to attend the online sessions for free and will be invited to provide feedback on the materials.

Travel Logistics

Staff from the University of Missouri will coordinate air travel for on-site participants and speakers and will pay for all air travel using a university credit card. All on-site participants will be provided two nights' accommodation at a hotel that is near the event space, as well as a stipend for meals not included at the conference. The University of Missouri will be responsible for dispersing stipends to attendees.

On-Site Logistics

All events will take place at KCPL. The hotel will be within an easy walking distance from the library (taxis are available if needed). KCPL and the University of Missouri will print all necessary materials for the conference. All meals during the conference (breakfasts and lunches) will be catered and held at the library to save time and money and provide additional work time.

Tentative Keynote Speakers and Topics

We have selected a combination of national and local speakers. We are utilizing local speakers, when possible, to save travel funding and because KCPL has a wealth of staff with expertise in the areas covered by the conference. Speakers include:

- Jennifer Peterson, Community Manager, WebJunction: manages webinars, social media, and grants and has spoken on topics such as "Libraries Foster Social Connection: Responding to the Epidemic of Loneliness and Isolation."
- Brooke Doyle, Senior Project Coordinator in the Library Trends and User Research Unit, OCLC: created the "New Model Library: Pandemic Effects and Library Directions." Presented with Jennifer Peterson about how libraries can address the epidemic of loneliness.

- ○ Jennifer and Brooke will speak together in the Keynote session on the topic of how libraries can foster social connections and alleviate loneliness.
- Kaite Stover, Librarian, KCPL: Coauthor of "The Readers Advisory Handbook" (ALA Publications, 2010) and the head of readers' services at KCPL. She will speak on the use of bibliotherapy and reading discussions for adults, and how to make reading selections that meet a variety of reading interests and levels. She will also put together lists of accessible reading materials (fiction and nonfiction) that library staff can use with patrons or peers to facilitate reading groups.
- Beth Hill, Manager of Community Resources, KCPL: Team leader who focuses on library services and working with special populations. Her talk will focus on outreach and information dissemination beyond the library.
- First Call KC: an organization fully focused on addiction and recovery, and which works with KCPL for staff training. Specifically, they have one staff member who has provided KCPL library staff with training in harm reduction, naloxone use, and interacting with people that use substances. Staff had overwhelmingly positive responses to that training; they will develop a talk that speaks to the specifics of this forum.
- April Roy, Librarian and Director of Employee Success, KCPL: April regularly leads staff training and initiatives focusing on security, harm reduction, and skills building to equip staff with the skills to handle situations involving SUD in public libraries. April is an expert in trauma-informed librarianship. April will speak about training strategies, compassionate leadership, and building staff resiliency.
- Keren Dali, Ph.D., University of Denver: Keren is a Bibliotherapy expert who teaches at the University of Denver, created the website "Biblio or Therapy" in 2015, and collaborates with the University's Social Work department. Keren will lead the talk on bibliotherapy, including how it is best used by librarians, limitations of librarians' roles in the practice, and some differences and similarities between bibliotherapy and reader's advisory.

Forum Activities
Day 1

Time	Activity	Details
8:30 – 9:30	Breakfast and welcome session	April Roy (KCPL) and Project Team Members. Introductions, housekeeping, and setting ground rules for confidentiality and discussions.
9:30 – 10:30	Keynote Speakers (session 1)	Topic #1: Libraries and Social Connections (Speakers: Jennifer Peterson and Brooke Doyle, WebJunction)
10:30 – 11:30	Breakout 1	Small group discussion of keynote talk
11:30 – 12:00	Finishing Session 1	Groups reconvene and draw key points and questions from breakout session
12:00 – 1:00	Lunch	Catered/on-site
1:00 – 2:00	Speaker 2	Topic #2: SUD/AUD, Social Connections, and Bibliotherapy
2:00 – 3:30	Breakout 2 and Reconvening	Small group discussion, followed by key points and questions from breakout session
3:30 – 3:45	Break	
3:45 – 4:15	Speaker 3	Topic #3: Collection Development and Reading Groups (Speaker: Kaite Stover)
4:15 – 5:00	Breakout 3	Small group discussion, followed by key points and questions from breakout session

5:00 – 5:30	Wrap-up	Summarize day and distribute anything needed for day 2

Day 2

8:30 – 9:30	Breakfast, welcome, housekeeping	April Roy (KCPL) and Project Team Members
9:30 – 10:30	Speaker 4	Topic #4: Addiction and Recovery, including for library staff (Speaker from First Call KC who has provided training to KCPL staff)
10:30 – 12:00	Breakout 4	Discussion on addiction, resources, etc.
12:00 – 1:00	Catered lunch	On-site
1:00 – 2:00	Speaker 5	Topic #5: Outreach and Marketing. How can you increase the appeal of these programs to different demographic groups? (Speaker: Beth Hill)
2:00 – 3:30	Breakout 5	Work on more outreach and marketing. Identify barriers, experiences with marketing to different demographics, etc.
3:30 – 5:00	Wrapping it up	This will be a brainstorming session: we will have a plan for the toolkit and will get initial comments, will discuss next steps (our timeline for finishing the toolkit and seeking feedback, then the website with training materials based on that).

Online Activities

We will livestream the keynote events, but people must register in order to attend the Zoom breakout sessions. The Graduate Assistant (GA) who we hire will be responsible for working with the online participants. We anticipate being able to recruit additional library staff or local MLIS students to facilitate Zoom sessions, should there be a need for more breakout rooms (we have included catering for a few additional attendees in the budget). We will create handouts to guide the peer-led online discussions (the same handouts as we will have in the in-person forum), and the GA will be responsible for ensuring that the Zoom breakout sessions run smoothly. We will use Google docs so the participants can collaboratively take notes as they work through the discussions. Their notes will inform the white paper.

The result of the forum will be preliminary materials offering best practices for library employees related to AUD/SUD recovery, including:
- Possibilities and limitations of library services, including ethics and professional boundaries
- Programs that can be used in a variety of library settings
- Collection development (fiction and nonfiction materials)
- Marketing materials and outreach for various demographics
- Helping library staff suffering from AUD/SUD
- Forming reading groups for recovery support (addressing the various needs of specific demographics)

Write a White Paper

After the event, we will combine materials from the presentations and the small group sessions to create a white paper, which will be shared on the project website. The white paper will be a description of the forum, including descriptions of the talks and small-group discussions (preserving confidentiality) and recommendations from the event.

Gather Feedback

We will then ask the participants to provide feedback on the white paper and will make final changes to it by August 2025. More details about use of feedback are included under "Assessment Mechanism" below.

Create a Toolkit

The toolkit will include training materials and templates that can be used to help library staff create programming, a bibliography or recommended reading list of relevant materials covering all of the subjects from the forum, and detailed descriptions of successful and replicable programs. The descriptions of programs will be informed by in-person and online attendees and will be applicable to many different types of libraries, serving various constituencies. All materials will adhere to accessibility standards. We will also include materials geared towards low-literacy populations, and multilingual materials when possible.

For a similar model, see the C4CH website, which was the product of a different IMLS grant; specifically, note the "Educational Resources" on the right-hand side of the site, which would house the points above (e.g., possibilities and limitations of library services; programs; collection development, etc.).

All materials, including the final white paper and toolkit, will be uploaded to the website by January 2026. All formal materials will also be uploaded to the University of Missouri's Institutional Repository (MOSpace) as they are finalized.

Share Results and Promote Materials

We will submit program proposals to both professional library conferences, such as the American Library Association, the Public Library Association, and state library associations, as well as LIS educator conferences, such as the Association for Library and Information Science Education, to promote the toolkit and share the results of the program. More details about the website, which will be openly available online, are included in the Digital Products Plan.

Assessment Mechanism

Assessment will take place in stages:
1. Prior to the conference, both online and in-person participants will be asked to assess their own comfort working in the areas included in the conference, and they will be asked to describe their library's past, present, and future plans in addressing the needs of people experiencing SUD/AUD, as well as their perceptions of their library's strengths and weaknesses in relation to facilitation of reading groups, learning circles, and health programs centered around building social connections. We will ask about the types of book clubs they host or support and the types of health programming they have supported or engaged in at the library, and results of past engagement and events. The assessment will be used to help us choose in-person participants who represent a variety of libraries and also to establish a baseline for further assessment.
2. During the final Q&A session each day of the forum, we will assess participants' learning by requesting that they complete a survey.
3. Following the forum (by October 2025), the team will draft a white paper that contains summaries of the conference presentations and the materials developed during the small group sessions (both in-person and online). The white paper will be shared with on-site and online forum participants, who will be asked to review and assess to what extent the document encapsulates and distills the recommendations and insights shared during the forum. They will also be asked to assess to what extent it is readable and usable, from the perspective of library workers and leaders. This assessment will be used to create the final products from the forum, which will be composed of the final white paper and an adaptable toolkit for libraries to adopt and use.

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Diversity Plan

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Addiction affects all socio-demographic groups, including library staff and those participating in the forum, and the communities that libraries serve. The project team will intentionally select participants for the forum who represent a cross-section of the United States to create a toolkit that helps its users envision how they could create appealing programs and collections in their own communities, specific to and reflective of their community's needs and various identities. We will invite library employees representing urban, suburban, and rural areas, from different parts of the country to the in-

person event (the online section will be open for all). It will also incorporate intersectional voices. This intentional selection will help us to gather a wide range of experiences and identities that will inform the white paper and toolkit and will also help us to identify gaps in reading lists and build more inclusive materials for learning circles. For instance, are there books about substance use disorder and recovery that speak to immigrant communities from various countries? Are there approaches that might speak to different ethnic identities? For young people versus older, for men versus women? We recognize a need to have the materials translated into other languages and have included a small stipend for translation of public-facing material; if we have a surplus of funds in another category, such as travel, we will ask IMLS to divert some towards additional translation services. Finally, we recognize that as a national forum there is only so much that we can do. Our hope is that future work resulting from this catalytic conversation will advance knowledge and training related to this topic.

Project Results

The results of this project will help libraries be prepared to offer more and/or enhanced services that create connections between people who are experiencing or at risk of AUD/SUD. The project will also help librarians connect people to books as well as to other people through programming such as bibliotherapy, which will reduce feelings of loneliness and isolation that can cause or exacerbate AUD/SUD. The project team will produce a publicly available white paper that includes both a summary of the forum as well as data from these two data collection points, including a distillation of promising practices that emerged from the forum in a toolkit that public library employees across America will be able to implement. The project team will also present the findings at various conferences (e.g., ALA, state library associations, and ALISE) to ensure wide dissemination in both the library and library education communities. At the national level, this project will result in increased awareness of opportunities for public libraries to get involved in AUD/SUD in ways that build upon core library functions, and that add value to the societal roles of the library.

Schedule of Completion

Brief Timeline:

- August – September 2024: Begin planning logistics, secure hotel rooms, recruit experts for keynote talks.
- October 2024: Issue Call for Participation via email listservs and professional social media sites. Recruit a Graduate Assistant to begin work January 2025.
- November – December: 2024: Select attendees, issue invitations, coordinate travel.
- January – March 2025: Confirm logistics (space, catering, and technology).
- End of May 2025: Event takes place in Kansas City.
- July 2025: Assessment of initial white paper from participants is due.
- August – December 2025: Project team writes white paper and assembles toolkit for website, presents work at educator conferences, and writes article(s).
- June 2026: Presentation at ALA Annual Meeting (if accepted).

Year 1: Phases 1 and 2 (Planning and Event)

Activity	8.24	9.24	10.24	11.24	12.24	1.25	2.25	3.25	4.25	5.25	6.25	7.25
Confirm speakers	█	█										
Create website with application process	█	█										
Secure hotel rooms		█										
Plan travel logistics			█									
Issue call for participation			█									
Advertise and hire graduate student to begin work in January			█	█								
Select attendees				█	█							
Confirm Logistics						█	█	█	█			
Event										█		
Create white paper										█	█	
Work on website: upload all recordings, etc.											█	
Collect feedback from participants											█	█

Year 2: Phase 3 (Analysis and Publication)

Activity	8.25	9.25	10.25	11.25	12.25	1.26	2.26	3.26	4.26	5.26	6.26	7.26
Integrate feedback from participants, write final version of white paper	█											
Update website with materials		█	█	█	█	█						
Write conference proposals and an article		█	█	█	█	█	█	█	█			
Finalize website and all communication materials									█	█	█	
Survey website users and attendees of the forum												█

Digital Products Plan

Type

        The primary digital product resulting from this project will be a website that will house all documents produced as a result of the forum, including:

- Recordings of speakers
- Workshop materials
- Initial white paper resulting from the workshop (to be taken down after the first year)
- Final white paper produced after feedback from in-person and online participants (to be uploaded to the Institutional Repository and website)
- A toolkit produced by the project team, which will include ethical guidelines and professional boundaries, program ideas, outlines, and materials, collection development materials, marketing materials that can be adopted and reused, and resources for reading groups based on recovery or substance abuse disorder (to be uploaded to the Institutional Repository and website)
- Prepublications for any peer reviewed journal articles that we write. We will submit only to journals that permit archiving of prepublication (to be uploaded to the Institutional Repository and website)

Availability

        The website will be open to anyone to use. It will be housed on the University of Missouri's servers. We will share all documents on our personal websites and through all appropriate channels, including professional social media and listservs that reach public librarians, as well. All final products will be permanently stored on the University of Missouri's institutional repository.

Access

        Everything that we develop will be available for free under the designation CC BY-NC 4.0, which allows unlimited reuse for noncommercial purposes.

Sustainability

        The website will be maintained for five years, and the toolkit and other tangible products will be available through our library's institutional repository, [MOspace](). The MOspace Institutional Repository is an online repository for creative and scholarly works and other resources created by faculty, students, staff, and departments at the University of Missouri-Columbia and the University of Missouri-Kansas City. MOspace makes resources freely available on the web and assures their preservation for the future. MOspace makes works widely available and provides a permanent URL for ongoing access. Submitting scholarly work to MOspace offers many benefits:

- Increased visibility
- Author retention of copyright
- Increased citation rates
- Google search optimization
- Full-text search and display
- Perpetual access and preservation
- Processing by library employees

MOspace allows the libraries of the University of Missouri to preserve and provide open access to items in a more permanent way than posting to a website. The Libraries are committed to this ongoing effort as part of the next generation of library collections.