

**CALIFORNIA STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)
FISCAL YEAR 2017/2018
PITCH-AN-IDEA GRANT APPLICATION**

ELEMENT 1: BASIC INFORMATION (please see application instructions for additional information)

Applicant Information

1. Library/Organization	2. Library's DUNS Number		
Pacific Library Partnership	830926072		
3. Legal Business Name (<i>must match name registered with Federal Employer Identification Number (FEIN)</i>)			
Pacific Library Partnership			
4. Project Coordinator Name	5. Project Coordinator Title		
Carol Frost	CEO		
6. Email Address	7. Business Phone Number		
frost@plpinfo.org			
8. Mailing Address	City	State	Zip
2471 Flores Street	San Mateo	CA	94403

Project Information

9. Project Title	News Literacy Resource Toolkit
10. LSTA Funds Requested	\$50,000
11. Cash Match & In-Kind	\$59,375
12. Total Project Cost	\$109,375

13. California's LSTA Goals (*Check one goal that best describes the project*)

- | | |
|---|--|
| <input type="checkbox"/> Literate California | <input type="checkbox"/> Bridging the Digital Divide |
| <input checked="" type="checkbox"/> 21 st Century Skills | <input type="checkbox"/> Information Connections |
| <input type="checkbox"/> 22 nd Century Tools | <input type="checkbox"/> Community Connections |
| <input type="checkbox"/> Content Creation/Preservation | <input type="checkbox"/> Ensuring Library Access for All |

14. Primary Audience for project (*Select all that apply.*)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Adults | <input type="checkbox"/> Pre-School Children |
| <input type="checkbox"/> Families | <input type="checkbox"/> Rural Populations |
| <input type="checkbox"/> Immigrants/Refugees | <input type="checkbox"/> School Age Children |
| <input type="checkbox"/> Intergenerational Groups (Excluding Families) | <input checked="" type="checkbox"/> Senior Citizens |
| <input checked="" type="checkbox"/> Library Staff, Volunteers and/or Trustees | <input type="checkbox"/> Statewide Public |
| <input type="checkbox"/> Low Income | <input type="checkbox"/> Suburban Populations |
| <input type="checkbox"/> Non/Limited English Speaking Persons | <input type="checkbox"/> Unemployed |
| <input type="checkbox"/> People with Disabilities | <input checked="" type="checkbox"/> Urban Populations |
| <input type="checkbox"/> People with Limited Functional Literacy | <input checked="" type="checkbox"/> Young Adults and Teens |

ELEMENT 2: PROJECT BACKGROUND AND SUMMARY

Describe how this project was identified as a need, how it relates to your library's strategic plan, what will be accomplished if this project is implemented, and how you will know whether your project is successful. Summary should relate to activities in the timeline (Element 4) and include statistical information to support the project.

A 2016 Pew Research Center study showed that Americans get 57% of their news from television and 38% from digital media platforms, such as news websites, apps, and social media, where the lines between entertainment, commentary and news have grown increasingly blurred. A 2016 Gallup poll shows (<https://goo.gl/VBg0i3>) that the trust in mass media has dropped to the lowest level in Gallup history, with just 32% of people trusting media. After the November 2016 election, there have been calls to develop guidelines or tools for identifying whether the source is credible. Examples include Facebook's 'global fight' against fake news (goo.gl/og5O8q) and schools adding news literacy to their curricula (<https://goo.gl/jjVJXR>).

Given their unique standing in the community as neutral, trusted places for information access, libraries are well positioned to lead on the issue of news literacy. In response to expressed and demonstrated patron needs, some PLP libraries have developed and are offering news literacy resources and programs for the purpose of helping community members discern credible news from "fake" news. This proposed News Literacy project will complement the existing work of PLP libraries and support PLP's strategic initiative to develop models of community engagement.

The Bay Area has several media agencies currently working on news literacy, including The Trust Project from Santa Clara University (<http://thetrustproject.org>), which has developed eight 'Trust Indicators' which journalists world-wide have adopted to help identify sources of news which results in a reader's increased awareness of the source and the factual integrity of the story. KQED has done several projects regarding news literacy, most recently, on "Why Our Brains Love Fake News" (<https://goo.gl/Zk49Bp>). PLP has had initial conversations with both of these agencies, and they have expressed high interest in meeting and working with our various communities regarding news literacy. This proposal represents a collaborative approach between PLP libraries and local media. Through the project, we will:

- Create an initial survey for all PLP libraries to understand four elements: 1) what are the needs in their community regarding news literacy and which patron groups would they like to target around news literacy, 2) how they are currently addressing news literacy, 3) what tools they need as librarians to further address this issue, and 4) ideas for a News Literacy Resource Toolkit that they will be able to deploy at their libraries through programs and social media.
- Convene one regional meeting for 30-50 PLP library staff and media partners such as KQED, The Trust Project, and the John S. Knight Journalism Fellowship at Stanford, to discuss the current state of news literacy and any projects they have done to address it. It will provide an opportunity to discuss community and agency needs, next steps, and collaborative efforts. Common Knowledge will aid in the coordination and facilitation to ensure a productive dialog and clear outcomes.
- Identify representatives such as librarians and communications staff from 4-5 PLP libraries to serve on the News Literacy Working Group as advisors and test sites for this project. The libraries will vary in demographics and geographic areas to address the diversity of the Bay Area.
- The Working Group will review the findings of the survey and regional meeting and existing news literacy tools. They will work with Common Knowledge, whom we will contract with, and hold 3-4 focus groups of 15 people each, based on targeted populations identified in the survey, which will result in the following: i. Clarification of framework for News Literacy Resource Toolkit for staff which will be designed as a menu of resources, including key concepts, source listings, and case examples; ii. Clarification of strategies for sharing resources with different patron groups; iii. Development of a replicable program model for programming held in libraries; iv. Develop strategies for using social media in posting news literacy information (guides, graphics, online resources); v. Identification of key community partners for content and for co-promotion.
- Create and distribute the News Literacy Resource Toolkit by the Working Group and Common Knowledge. Facilitate the collaboration with educational, nonprofit and media partners. Develop graphics, handouts, fliers, and accompanying informational materials. At the end of the project, the Toolkit will be distributed to PLP libraries and hosted on the PLP website.

We will know if this project is successful if 80% of the library staff surveyed at the libraries participating in the News Literacy Working Group report that the Toolkit made them feel more confident in communicating with their communities about news literacy, and 75% of patrons surveyed who have interacted with elements of the News Literacy Resource Toolkit report that they feel supported in identifying credible news sources.

ELEMENT 3: PARTNERSHIPS

Please list all formal partners for your project here. Please attach (under Element 7) a copy of your signed agreement with each partner, which outlines the role the partner will play and the resources the partner will contribute.

Partner Name	Organization Type (see instructions for valid entries)	Legal Type (see instructions for valid entries)	Role on Project	Resources That Partner Will Contribute (materials/funds/staff)

ELEMENT 4: PLANNING AND EVALUATION

Please answer each area concisely and completely. For section A-F limit responses to four pages.

A. Project Intent (Check only one that best describes the project)

Lifelong Learning

- Improve users' formal education
- Improve users' general knowledge and skills

Information Access

- Improve users' ability to discover information
- Improve users' ability to obtain information resources

Institutional Capacity

- Improve the library workforce
- Improve the library's physical and technology infrastructure
- Improve library's operations

Economic & Employment Development

- Improve users' ability to use resources and apply information for employment support
- Improve users' ability to use and apply business resources

Human Services

- Improve users' ability to apply information that furthers their personal, family, or household finances
- Improve users' ability to apply information that furthers their personal or family health & wellness
- Improve users' ability to apply information that furthers their parenting and family skills

Civic engagement

- Improve users' ability to participate in their community
- Improve users' ability to participate in community conversation around topics of concern

B. Project Purpose – Short statement which answers the questions: we will do what, for whom, for what expected benefit(s).

The purpose of this project is to develop a comprehensive, collaborative approach to enhancing news literacy, taking into account the diversity of PLP patrons and their use of online media as news resources. A regional meeting will allow librarians and media partners to discuss the current state of news literacy, where each group will benefit from hearing the work of the others, and conversations can begin which may lead to future collaborative efforts in serving our communities. The News Literacy Working Group will create a Resource Toolkit for librarians, which will make them more confident in communicating with their communities about news literacy. Patrons who interact with elements of the Toolkit will feel more supported in identifying credible news sources.

C. Anticipated Project Outputs – Measures of services and/or products to be created/provided.

1. Create an initial survey for all PLP libraries to understand four elements: 1) what are the needs in their community regarding news literacy and which patron groupss would they like to target around news literacy, 2) how they are currently addressing news literacy, 3) what tools they need as librarians to further address this issue, and 4) ideas for a News Literacy Resource Toolkit that they will be able to deploy at their libraries through replicable program models and social media.
2. Convene one regional meeting for 30-50 PLP library staff and media partners such as KQED, The Trust Project, and the John S. Knight Journalism Fellowship at Stanford, to discuss the current state of news literacy and any projects they have done to address it. It will provide an opportunity to discuss community and agency needs, next steps, and collaborative efforts. Common Knowledge will aid in the coordination and facilitation to ensure a productive dialog and clear outcomes.
3. Identify representatives such as librarians and communications staff from 4-5 PLP libraries to serve on the News Literacy Working Group as advisors and test sites for this project. The libraries will vary in demographics and geographic areas to address the diversity of the Bay Area.
4. The Working Group will review the findings of the survey and regional meeting and existing news literacy tools. They will work with Common Knowledge and hold 3-4 focus groups of about 15 people each, based on targeted populations identified in the survey, which will result in the following: i. Clarification of framework for News Literacy Resource Toolkit for staff which will be designed as a menu of resources, including key concepts, source

listings, and case examples; ii. Clarification of strategies for sharing resources with different patron groups; iii. Development of a replicable program model for in-person programming at libraries; iv. Develop strategies for using social media in posting news literacy information (guides, graphics, online resources); v. Identification of key community partners for content and for co-promotion.

5. The News Literacy Working Group libraries will develop, test, and deploy prototypes for the elements of the News Literacy Resource Toolkit. The replicable program model will be developed as a template for programs to be held by staff for patrons, helping patrons identify credible news sources. The model will be tested by the Working Group by offering it at four locations for a total of approximately 75 people. Seven to ten guides and graphics will be developed for libraries to place on their social media channels to help patrons identify credible news sources. These will be tested on the Working Group's social media channels. For both the programming and social media outputs, patron feedback will be gathered through surveys and the elements will be modified accordingly. Some of the elements in the Toolkit may represent ideas or collateral which has been shared from media partners.

6. Develop a dissemination plan for the Toolkit for library staff. It will include why libraries will want to use the elements of the toolkit, as well as promotional messages and materials they can use in promoting it to patrons. In addition, talking points for libraries will be created to leverage their relationships with media partners in co-promoting and disseminating relevant graphics, handouts, flyers and online resources.

7. Finalize Toolkit and disseminate to PLP libraries; promote with media partners.

8. At the end of the project, the News Literacy Resource Toolkit will be placed on the PLP website and will be available for PLP and other libraries to use as a resource.

D. Anticipated Project Outcome(s) – What change is expected in the target audience's skills, knowledge, behavior, attitude, and/or status/life condition? How will you measure these outcomes? (for examples see attachment B of the application instructions)

- 80% of library staff surveyed at the libraries participating in the News Literacy Working Group will report that the News Literacy Resource Toolkit made them feel more confident in communicating with their communities about news literacy.
- 75% of patrons surveyed who have attended a news literacy program at the library will a) report that they feel more supported in identifying credible news sources; and b) report that they are more likely to think of the library as a "go to" resource for news literacy.
- 75% of patrons surveyed who have accessed some part of the news literacy information through library social media will a) report that they feel more supported in identifying credible news sources; and b) report that they are more likely to think of the library as a "go to" resource for news literacy.

E. Briefly describe how this project will be financially supported in the future.

Convening the meeting between libraries and local media partnerships (30-50 people) will be the springboard for establishment of relationships for further programming at the library level. The Toolkit will be sustained through those established partnerships. PLP or local libraries will be able to support any future financial aspects of this project.

F. Activity Information. Activities are action(s) through which the intent or objective of a project are accomplished. Four activity types have been identified, each with select methods to help you describe how you will carry out this project. Indicate activity types that require a significant commitment of resources to the project (representing 10% or more of total project resources).

1. **Instruction** - Involves an interaction for knowledge or skill transfer and how learning is delivered or experienced. (*Check all that apply and provide a description including whether the format will be in-person, virtual, or both*)
 - Program - Formal interaction and active user engagement (e.g., a class on computer skills).
 - Presentation - Formal interaction and passive user engagement (e.g., an author's talk),

- Consultation - Informal interaction with an individual or group of individuals (library staff or other professional) who provide expert advice or reference services to individuals, units, or organizations.
- Other

Description:

-Convene one regional meeting for 30-50 PLP library staff and media partners such as KQED, The Trust Project, and the John S. Knight Journalism Fellowship at Stanford, to discuss the current state of news literacy and any projects they have done to address it. It will provide an opportunity to discuss community and agency needs, next steps, and collaborative efforts. Common Knowledge will aid in the coordination and facilitation of the event to ensure a productive dialog and clear outcomes.

- Identify representatives such as librarians and communications staff from 4-5 PLP libraries to serve on the News Literacy Working Group as advisors and test sites for this project. The libraries will vary in demographics and geographic areas to address the diversity of the Bay Area. PLP staff will be the liaison for the group and lead their activities.

-The replicable program model developed as a template for programs to be held by staff for patrons, helping patrons identify credible news sources will be tested by the Working Group by offering it at four locations for a total of approximately 75 people. Through patron feedback, the model will be modified.

-The 7-10 guides and graphics developed to help patrons identify credible news sources will be tested on the Working Group's social media channels. Through patron feedback, the content will be modified.

2. **Content** - Involves the acquisition, development, or transfer of information and how information is made accessible. *(Check all that apply and provide a description including whether the format will be physical, digital, or both)*
- Acquisition - Selecting, ordering, and receiving materials for library or archival collections by purchase, exchange, or gift, which may include budgeting and negotiating with outside agencies (i.e. publishers, vendors) to obtain resources. May also include procuring software or hardware for the purposes of storing and/or retrieving information or enabling the act of experiencing, manipulating, or otherwise interacting with an information resource.
 - Creation - Design or production of an information tool or resource (e.g., digital objects, curricula, manuals). Includes digitization or the process of converting data to digital format for processing by a computer.
 - Description - Apply standardized descriptive information and/or apply such information in a standardized format to items or groups of items in a collection for purposes of intellectual control, organization, and retrieval.
 - Lending - Provision of a library's resources and collections through the circulation of materials (general circulation, reserves). May also refer to the physical or electronic delivery of documents from a library collection to the residence or place of business of a library user, upon request.
 - Preservation - Effort that extends the life or use life of a living or non-living collection, the individual items or entities included in a collection, or a structure, building or site by reducing the likelihood or speed of deterioration.
 - Other

Description:

-The News Literacy Working Group libraries will develop, test, and deploy prototypes for the elements of the News Literacy Resource Toolkit. The replicable program model will be developed as a template for programs to be held by staff for patrons, helping patrons identify credible news sources.

At least 7-10 guides and graphics will be developed for libraries to place on their social media channels to help patrons identify credible news sources.

- A dissemination plan for the Toolkit Toolkit for library staff will be developed. It will include why libraries will want to use the elements of the toolkit, as well as messages and materials they can use in promoting it to patrons. Talking points for libraries will be created to leverage their relationships with media partners in co-promoting and disseminating relevant graphics, handouts, flyers and online resources.

- Finalize Toolkit and disseminate to PLP libraries; promote with media partners.

- At the end of the project, the News Literacy Resource Toolkit will be placed on the PLP website and will be available for PLP and other libraries to use as a resource.

3. **Planning & Evaluation** - Involves design, development, or assessment of operations, services, or resources and when information is collected, analyzed, and/or disseminated. *(Check all that apply and provide a description including whether the format will be in-house or third-party)*

- Retrospective - Research effort that involves historical assessments of the condition of a project, program, service, operation, resource and/or user group.
- Prospective - Research effort that projects or forecasts a future condition of a project, program, service, operation, resource, and/or user group.

Description:

Create an initial survey for all PLP libraries to understand four elements: 1) what are the needs in their community regarding news literacy and which patron groups would they like to target around news literacy, 2) how they are currently addressing news literacy, 3) what tools they need as librarians to further address this issue, and 4) ideas for a News Literacy Resource Toolkit that they will be able to deploy at their libraries through programs and social media.

The Working Group will review the findings of the survey and regional meeting and existing news literacy tools. They will work with Common Knowledge and hold 3-4 focus groups of 15 people each, based on targeted populations identified in the survey, which will result in the following: i. Clarification of framework for News Literacy Resource Toolkit for staff which will be designed as a menu of resources, including key concepts, source listings, and case examples; ii. Clarification of strategies for sharing resources with different patron groups; iii. Development of a replicable program model for in-person programming at libraries; iv. Develop strategies for using social media in posting news literacy information (guides, graphics, online resources); v. Identification of key community partners for content and for co-promotion.

As elements of the Toolkit are developed and implemented, patron feedback will be elicited to shape the programs. When the Toolkit is completed, surveys will be done with patrons who are participating in the in-person programs and who are interacting with social media elements of the toolkit to measure if they feel more confident in identifying credible news sources and report that they are more likely to think of the library as a "go to" resource for news literacy.

4. **Procurement** – May only be used for projects with an Institutional Capacity Intent. Acquiring or leasing facilities; purchasing equipment/supplies, hardware/software, or other materials (not content) that support general library infrastructure. *(Provide a description)*

Description:

ELEMENT 5: GRANT TIMELINE/ACTIVITIES

Show each major project activity and when it will be started and/or completed throughout the project. The timeline should correspond to the activities described in Planning and Evaluation. Please put an X in each pertaining month.

ELEMENT6: BUDGET

The budget should clearly identify the amounts requested and from what sources.

Budget Category	LSTA	Cash Match & In-Kind	Total
Salaries/Wages/Benefits			
1) PLP Director	\$0	\$7,800	\$7,800
2) PLP Assistant Director	\$0	\$6,225	\$6,225
3) 5 PLP News Literacy Working Group member librarians	\$0	\$19,500	\$19,500
4) Community partner participation in focus groups	\$0	\$25,100	\$25,100
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$0	\$58,625	\$58,625

Description:

- 1) PLP Director (.04 FTE) 75 hours @ \$104 per hour = \$7,800 for oversight, community connections and collaboration
- 2) PLP Assistant Director (.04 FTE): 75 hours x \$83 per hour = \$6,225 for coordination with News Literacy Working Group member librarians
- 3) Five PLP News Literacy Working Group member librarians (.002 FTE each; .14 FTE total): 5 each at 60 hours = 300 hours x \$65/hour = \$19,500 They will represent various libraries throughout PLP and work with PLP staff and Common Knowledge for convening focus groups, creating, testing and disseminating the News Literacy Toolkit.
- 4) Community partner participation in focus groups: Total \$25,100 (see below) (217 hours; .1 FTE)

Media partners 40 hours @ \$120 per hour= \$4800, 35 hours @ 100 per hour = \$3500 Academic Partners:75 hours @ \$120 per hour = \$9000; 32 hours @ \$100 per hour= \$3,200

Nonprofit Partners: 35 hours @\$60 per hour = \$2,100. Other in-kind (donation of pamphlets, materials) \$2,500.

Source for estimations: <http://blog.handsonsuburbanchicago.org/?p=201>

Consultant Fees			
Contract with Common Knowledge for facilitation/content development	\$43,680	\$0	\$43,680
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$43,680	\$0	\$43,680

Description:

We will work with Susan Clark and her team at Common Knowledge. Common Knowledge will assist in the following ways: collaborative creation of initial survey of PLP libraries to understand the need; use their extensive network for identifying community media partners for a regional meeting and facilitate the regional meeting between library staff and media partners; provide support and direction in facilitation of 3-4 focus groups of 15 people each to ensure a productive conversation, and assist in creation and distribution of the Toolkit.

Budget Category	LSTA	Cash Match & In-Kind	Total
Travel			
Mileage for 50 people for regional meeting	\$0	\$750	\$750
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$0	\$750	\$750

Description:

Mileage for 50 PLP Library Staff for regional meeting with library staff and media partners budgeted at \$15/person
.535 mileage reimbursement x 28 miles per person = \$15 per person x 50 people = \$15 per person = \$750

Supplies/Materials			
1) Handouts, supplies and working breakfast for one regional meeting	\$300	\$0	\$300
2) Handouts, supplies, working breakfast for 3-4 focus group meetings	\$360	\$0	\$360
3) Printed material for News Literacy Toolkit	\$1,115	\$0	\$1,115
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0

	\$0	\$0	\$0
Subtotal	\$1,775	\$0	\$1,775

Description:

- Handouts, supplies, working breakfast for one regional meeting between PLP library staff and media outlets. \$6 per person for 50 people: \$6 x 50= \$300

Handouts, supplies, food for 3-4 focus groups, 15 people per focus group. \$6 per person. \$6 x 60 = 360

- Printed material for News Literacy Toolkit (graphics, handouts, etc) at \$26.54 per PLP library (including printing and mailing costs). \$26.54 x 42 libraries = \$1,115

Budget Category	LSTA	Cash Match & In-Kind	Total
Equipment (\$5,000 or more per unit)			
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0

Description:

Services			
		\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0

Description:

Project Total	\$45,455	\$59,375	\$104,830
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Indirect Cost Rate Applied	10.0 % Indirect Cost	\$4,545	\$0	\$4,545
Check one:				
<input type="checkbox"/> No Indirect	<input type="checkbox"/> Federally negotiated indirect cost rate *	<input type="checkbox"/> Indirect proposed cost rate *		
* please attach supporting documentation if required				
Description: The Indirect supports the administration, accounting, and reporting of this grant.				
	Grand Total	\$50,000	\$59,375	\$109,375

ELEMENT 7: ATTACHMENTS

If you have additional resources that support your grant, please attach after this page

ELEMENT 8: INTERNET CERTIFICATION

Check the Appropriate Library Type

Public Library **Academic** **K-12** **Multi-Type** **Special/Other**

As the duly authorized representative of the applicant public library, public elementary school library or public secondary school library applying for LSTA funding, I hereby certify that the library is (*check only one of the following boxes*)

A. An individual applicant that is CIPA compliant.

The applicant library, as a public library, a public elementary school library or public secondary school library, has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.

B. Representing a group of applicants. Those applicants that are subject to CIPA requirements have certified they are CIPA compliant.

All public libraries, public elementary school libraries, and public secondary school libraries, participating in the application have complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. The library submitting this application has collected Internet Safety Certifications from all other applicants who are subject to CIPA requirements. The library will keep these certifications on file with other application materials, and if awarded funds, with other project records.

C. Not Subject to CIPA Requirements.

The CIPA requirements do not apply because no funds made available under this LSTA grant program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

SIGNATURE

I have read and support this LSTA Grant Application.

Pacific Library Partnership
Library/Organization

News Literacy Resource Toolkit
Project Name

Carol Frost
Library Director Name

CEO
Title

Carol Frost
Library Director Signature

June 13, 2017
Date

file:mcp/lsta/announceapps&instruct/1718