A Library Advocate's Guide to Building Information Literate Communities

information literacy @ your library ™

Contents

"**Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any decision or task at hand.**"

American Library Association
Presidential Committee on Information Literacy
Final Report, 1989

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Introduction

Your parents are ailing and need nursing care. How do you find the best, most affordable care? Your employer is moving to another community. Should you relocate your family? Your company wants to market its product in China. Is this the time to do it? The teacher says your child is hyperactive and needs medication. Where do you turn for the latest research?

All of us are faced with making countless decisions each day. How successful we are depends on a combination of skills known as "information literacy." Information literacy means more than being able to read or use a computer. It means knowing how to find, evaluate, and use the best, most current information available to us.

Librarians were among the first to identify the importance of information literacy in an information society. In 1989, the American Library Association's Presidential Committee on Information Literacy wrote: "How our country deals with the realities of the Information Age will have enormous impact on our democratic way of life and on our nation's ability to compete internationally." That was before the Internet became an information superhighway running through businesses, libraries, schools and, increasingly, our homes.

The new millennium has brought an urgent need to help our schools, campuses and communities understand the changes that technology has brought, and how to reap the benefits and minimize the risks. The American Library Association continues to lead the way by advocating funding, copyright and other policies that ensure Americans have both the information resources and skills they need to fully participate in an information society.

A new ALA Special Presidential Committee on Information Literacy and Advocacy will focus on building public awareness of what it takes to be literate in the 21st century. Library advocates know libraries are part of the solution, both as resource centers and as centers for public education. In public, school, academic and special libraries, librarians help to ensure a society where everyone is information literate. That is the story that librarians, trustees, Friends of Libraries and all library advocates must tell if we are to increase support for all libraries. By speaking out, loudly, clearly and with one voice, library advocates can make a difference.

This action pack, along with the *Library Advocate's Handbook,* provides a wealth of tools, tips and techniques to help you deliver an important message. The American Library Association's new "@ your library"™ campaign provides additional tools and opportunities to position your library and all libraries as central to the lives of all Americans. We encourage you to fill out the enclosed Feedback Form and to share your activities and the difference they make.

Thank you for your support.

Nancy C. Kranich

Nancy C. Kranich
President, 2000-2001

Patricia Glass Schuman

Patricia Glass Schuman
Chair, Library Advocacy Now!
American Library Association

Library Advocacy Now!

The Communications Plan

Use this Communications Plan developed by ALA as a guide in planning your advocacy campaign. Also see the Message Sheet and Delivering the Message.

Key message
Information literacy is a critical life skill in today's information jungle. Libraries and librarians can help you find your way.

Goals
- Communities enjoy a high quality of life thanks to leaders who make good decisions based on sound information, a workforce that is economically competitive and a populace that is informed, aware and involved in their self-governance.

- Workers have the skills and competencies they need to work effectively in a complex information environment.

- Students graduate with the skills and competencies they need to succeed on the job and throughout their lives.

- People of all ages and backgrounds have the resources and skills they need to fully participate in our democracy.

- Libraries of all types—public, school, academic and special—receive increased support as dynamic centers for information literacy and lifelong learning.

- Librarians are recognized as information experts and key players in the education process who teach others how to navigate a rich and complex, evolving information/technology environment.

Objectives
- Librarians and library advocates will speak out about the critical importance of information literacy skills and the key role of libraries and librarians.

- Academic libraries will expand their reach and involvement in K-12 schools, institutions of higher education and the community-at-large.

- Public libraries will expand their programs to include information literacy training.

- Librarians in all types of libraries will partner with leaders in government, education, business and other sectors to create models for information literate communities.

Target Audiences
(Internal)

Librarians/Library Advocates
School library media specialists, academic librarians, public librarians, special government and corporate librarians, administrators, managers and supervisors, frontline personnel, Friends, trustees, faculty and other library supporters

Key message
Technology is changing how we live, learn, work and govern. Library advocates must speak out for the importance of information literacy and the critical role of libraries and librarians.

What we want them to:
Think: Libraries and librarians have a key role to play in helping our communities become information literate.

Feel: In today's rich and complex information environment, we have a unique opportunity to demonstrate the value of libraries and librarians.

Do: Take a leadership role in educating their communities about the importance of information literacy and why librarians and libraries are essential.

Target Audiences
(External)

Business Community
CEO's, heads of labor and business-related organizations; e.g. the Chamber of Commerce

Key message
Good decisions depend on good information. Information literacy is critical to a competitive workforce.

What we want them to:
Think: To succeed in the 21st century, our businesses must have employees who can find, analyze and use information.

Feel: Librarians are valuable partners in building an information literate workforce and community.

Do: Work in partnership with all local libraries to create learning opportunities for the adult workforce and to ensure students graduate with the information literacy skills they need to succeed in tomorrow's workplace.

Community Leaders
Heads of civic, education and other influential organizations

Key message
Information smart communities use the latest and best information to develop sound policies. They know the importance of having citizens who are information literate. And they invest in their school, public and academic libraries as centers for information, culture and lifelong learning.

What we want them to:

Think: Our community must address the new challenge of information literacy.

Feel: Librarians have valuable expertise in how to build information literate communities.

Do: Work in partnership with librarians to develop programs and strategies to help their community become information literate.

Decision makers

Legislators and public officials at the local, state and national levels with influence or control over library funding and policies

Key message

Americans of all ages must develop information literacy skills if they are to prosper in the new global information economy. Libraries and librarians are critical to this effort.

What we want them to:

Think: Libraries are the core of our nation's information infrastructure.

Feel: It's important that all children and adults have the resources and skills they need to fully participate in our democracy and a global information society.

Do: Increase funding for all types of libraries and support policies that protect the public's right to know in a democratic society.

Education Community

School and college administrators, boards, trustees, faculty/teachers

Key message

Information literacy is critical if students are to prosper in today's global information society.

What we want them to:

Think: The library is essential to the success of our institution, students and staff.

Feel: Librarians are key partners in enhancing teaching and learning.

Do: Integrate information literacy into the curriculum. Allocate funds to ensure school and academic libraries are fully equipped and staffed to support students and teachers in becoming effective users of information. Partner with public and special libraries to increase information literacy venues throughout the community.

Employees

Workers of all types

Key message

Information literacy is critical to success in today's job market.

What we want them to:

Think: I need information literacy skills to keep up in today's job market.

Feel: Libraries and librarians are important resources for developing the information literacy skills I need.

Do: Take advantage of the wealth of opportunities available at all nearby libraries.

Library Users and Potential Users

Parents, children, faculty, students, adult learners

Key message

Information literacy is a critical life skill in today's information jungle.

What we want them to:

Think: I (my children) must become information literate to live successfully in today's information society.

Feel: Libraries and librarians can help my family and me learn this important skill.

Do: Support public, school, academic and special libraries as essential centers for information literacy and lifelong learning.

Message Sheet

Use or adapt this message sheet with library advocates and spokespeople to support them in delivering the message.

Key Message
Information literacy is a critical life skill in today's information jungle. Libraries and librarians can help you find your way.

Key Messages for Target Audiences

Library Advocates
Technology is changing how we live, learn, work and govern. Library advocates must speak out for the importance of information literacy and the critical role of libraries and librarians.

Business Community
Good decisions depend on good information. Information literacy is vital for a competitive workforce.

Community Leaders
Information literate communities know how to find, evaluate and use information in all forms to make good decisions. They invest in school, public, college and university libraries as centers for information and lifelong learning.

Decision makers
Americans of all ages must develop information literacy skills if they are to prosper in the new global information economy. Libraries and librarians are critical to this effort.

Education
Information literacy is critical if students are to prosper in today's global information society.

Employees
Information literacy is critical to success in today's job market.

Library users/Potential users
Information literacy is a critical life skill in today's information jungle.

Talking Points

Select from the following "sound bites" to reinforce your key message with various audiences.

What is information literacy?
- Information literacy means being information smart. It means knowing when a book may be more helpful than a computer. It means knowing how to find, evaluate and use information in all forms.

- Information literacy is more than print literacy, computer literacy or media literacy. It means knowing when you need information, where to find it and how to evaluate and use it in your everyday life.

- Information smart communities use the latest and best information to develop sound policies. They know the importance of having citizens who are information literate. And they invest in their school, public and academic libraries as centers for information, culture and lifelong learning.

- Information smart people lead satisfying lives. They know how to find quality information that will help them through family, medical or job crises. They are savvy consumers who know how to use information resources wisely for work and pleasure.

- Information smart people run successful businesses. They know when they need data and what data they need to evaluate success and plan their future.

- Information smart people know that what is true today may not be true tomorrow, that information is not the same as knowledge.

- Information smart people know librarians can help them.

- Information smart people create smart communities.

- Information smart people support libraries.

Why information literacy?
- Good decisions depend on good information.

- Our nation faces a critical new challenge in the 21st century: helping people cope with a bewildering amount of information.

- Technology is changing how we live, learn and work. The ability to read or even use a computer is not enough. You must also be able to evaluate and apply information.

- The ability to read is a basic survival skill, but it's not enough. Today's workforce must be able to find and use information in all forms.

- Our children must be information smart if they are to succeed in the 21st century.

- Today getting information is easy. Getting the right information can be difficult.

- Information fuels our democracy. But information is power only if you know how to find the best information and apply it to the decisions you make in your work and daily life.

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- Real information power is having the right information at the right time.

- More information isn't necessarily better. Anyone who's done a search on the Internet and gotten 999 Web citations knows that!

- The Internet is an exciting medium. But it's also a confusing medium. That's why it's important for parents and all adults to learn about the Internet and how it works. The more you know, the more you can help your child and yourself.

Why libraries?
- Libraries are unique. They are one-stop shops. In person. Online. Where else can you have access to nearly anything on the Web or in print as well as personal service and assistance in finding it?

- Libraries are part of the American dream. They are a place for education and self-help. They offer opportunity to all.

- Libraries are changing and dynamic places, at the forefront of the information age.

- Libraries level the playing field in the information age. They make information affordable, available and accessible to all people.

- If you know how to use a library, you know how to learn for a lifetime.

- If we didn't already have libraries, we'd have to invent them!

- Every parent can afford to give his child the key to success—a library card.

- There is no such thing as good education without good libraries.

Why librarians?
- In a world that's information rich, librarians are information smart.

- Librarians are the ultimate search engine. They can help you find the best information, whether it's a Web site, book, video or pamphlet.

- Teaching others how to critically evaluate information is a unique skill that librarians bring to a society suffering information overload.

- Librarians bridge the information gap by ensuring that all people have the resources and skills they need to live, learn, work and govern in our democracy.

- Librarians provide more than facts. They provide the expertise and services that add meaning to those facts.

- Special librarians provide critical expertise that help businesses, government, health and other officials make sound decisions based on sound information.

- In schools and universities, librarians teach information literacy skills that students will need to succeed on their jobs and through out their lives.

- Public librarians have helped generations of Americans to lead better, more satisfying lives. Today they are teaching them to be information literate.

- Librarians have been organizing information and guiding people to the best sources for centuries.

- Librarians put the high touch in high tech. They are there to help you.

- It's an information jungle out there. Let a librarian be your guide!

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Sample Questions & Answers

Be prepared to answer questions you might encounter as you advocate for libraries and information literacy, especially those that might be difficult to answer. Take time to brainstorm questions with your colleagues and practice your answers. Remember to keep your answers brief and "on message." Examples follow. Note the use of the key message and sound bites from the Message Sheet.

Q: What is "information literacy?"

A. Information literacy is a critical life skill in today's information jungle. It means knowing when a book may be more helpful than a computer. It means knowing how to find, evaluate and use information from a variety of sources. It means knowing what questions to ask. Is the information complete? Accurate? Is someone trying to sell me something? Good decisions depend on good information.

Q: Why are librarians concerned?

A. In a world that's information rich, librarians are information smart. They know that having more information isn't necessarily better. Real information power is having the right information at the right time. Librarians have been organizing information and guiding people to the best sources for centuries. Teaching others how to be smart information consumers is a unique skill that librarians bring to a society suffering information overload.

Q. Why should I use the library when I can go to the superbookstore down the street?

A. There are a lot of reasons. Let me give you just three. First, libraries are unique. They are one-stop shops. Libraries offer a greater variety of resources than most bookstores could ever offer—both in print and online. Second, libraries are both high tech and high touch. Virtually every library in America is wired to the Internet and there are librarians to help you find exactly what you need. Third, libraries are part of the American dream. They are places for education, enjoyment and self-help. And the price is right. All you need is a library card!

Q. How can I help my children become information literate?

A. There are several things you can do. The most important thing is to encourage your children to use the library and to ask the librarian for help. You're cheating your kids if you don't teach them to use the best resources available and that means your local libraries. *(Add info about your library programs)* Check out our Internet classes and homework help center for students. Also, make sure your children have a good school library with plenty of up-to-date books and the latest information technology. School librarians play a critical role in teaching children how to be information smart.

Q. Won't the Internet make libraries obsolete?

A. Absolutely not! In fact, if we didn't already have libraries, we'd have to invent them. That's because the library has something very important the Internet doesn't—the librarian. The Internet is a wonderful resource and a great convenience but it's far from perfect. According to one study, 70 percent of health and medical information on the Web is wrong or misleading. Librarians have been collecting and organizing information for centuries. Today's librarians put the high touch in high tech. They can help you find the best source of information, whether it's online or in a book or pamphlet.

Q. I've heard that librarians allow children to look at pornography on computers. Is that true?

A. Absolutely not. No one is more concerned about children than librarians. Our role is to guide children to quality materials, whether books or Internet sites. We also provide classes to help teach children and parents about the Internet. *(Add info about your library's programs and policies.)*

Q. Why should libraries get scarce tax dollars, when there are such crying needs for health care, criminal justice, jobs, police and fire protection?

A. Libraries are part of the solution to many of these problems. Libraries help children and adults become literate, productive citizens. They provide afterschool and other programs for kids, adult literacy classes, job information centers, books and other resources to help people of all ages lead productive, satisfying lives.

Q. Why do we need librarians?

A. Librarians are the ultimate search engine. They know how to find the best information whether it's in a book, a video, a pamphlet or on a Web site. Teaching others how to find and evaluate information is a unique skill that librarians bring to a society suffering information overload.

Making the Case

Stories about how libraries and librarians make a difference are the best form of "advertising." Collect stories and examples like the ones below to use in speeches, in budget hearings, letters to public officials, publications and other communications. For more suggestions, see "Telling the Library Story" in the *Library Advocate's Handbook.*

Stories

- When the technical librarian in an electronics firm was asked to conduct a literature search for one of its engineers, four people had been working over a year to resolve a problem. The librarian found an article that contained the answer the engineer needed—an article published several years before the project team had begun. Had the search been conducted when the problem was first identified, the company could have saved four man-years of labor as well as the direct cost.

- Imagine a family that is being evicted by a landlord who claims he is within his legal rights. Unless that family knows how to seek information to confirm or disprove his claim, they will have to accept the landlord's "expert" opinion.

- A manufacturing company employed a team of three scientists and four technicians to develop an important new product. A year later after a patent search was requested, the librarian found that the proposed application duplicated a patent issued a year before the team had begun working. The company could have avoided a $500,000 investment with a $300 literature review.

Examples
- Many libraries now provide a full range of resources online, including access to the library's catalog, homework help and "ask a librarian" assistance with reference questions. At the Santa Monica (Calif.) Public Library, users can log on to the library's Web site and "speak" to a librarian in real time, using the library's reference "chat room."

- In Blacksburg, Va., school library media specialists at the Margaret Beeks Elementary School work with students to help them research a state of their choosing. The students use a variety of print and online sources to research the state's history, geography, famous people, weather and other points of interest. Students use the "Hotlist of Schools on the Internet" to e-mail a request for information to a school in that state. In addition to reports, the students create displays using materials they have collected. Compare that with research projects when you were a kid!

- More than 100,000 people log on each week to "JobStar" (http://jobstar.org), a Web site created by the Bay Area Library and Information System (BALIS) with federal funding and support from local media and businesses. Formerly known as "Job Smart," the site offers current job banks and classified ads from major newspapers, advice about job hunting and resume tips, and an "ask-a-librarian" link.

- Students and cyber-visitors can take a free online tutorial in information literacy skills on the University of Texas System Digital Library at http://tilt.lib.utsystem.edu/. The site highlights finding and evaluating information using the Internet and the World Wide Web as well as library resources.

- Five public libraries in rural Northeast Missouri have teamed up with senior centers to train volunteers to use electronic resources. These senior volunteers then conduct training sessions at the library and senior centers. The federally funded project also supports the development of free Internet courses on subjects of interest to seniors: travel, investing, consumer health and estate planning.

- Utah schools have adopted information literacy as an integral part of the education process with school library media specialists working in teams with administrators and teachers to develop instructional units.

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- At Florida State University, undergraduates take a class in Personal Information Management, which teaches basic information literacy skills such as reading graphs and charts, making sense out of statistics, learning how to get data from databases and finding information on the Internet.

- The official name of the Pasadena (Calif.) Public Library says it all. It is the "Department of Information Services." The library is the city's Internet node, and coordinates the citywide Web site that links citizens to government information. All city departments, including the City Clerk, Human Services, Planning and Public Safety, work closely with library staff to develop and update government information.

- Buffalo's multitype library system hosted an LSTA-funded regional conference on building smart communities. Representatives from libraries, government, education and the business community joined the discussion on how the Buffalo area could thrive despite unfavorable economic conditions.

- More than 84 percent of county residents use the Corvallis-Benton (Ore.) Public Library, the central link for communications and information between local government and community residents. Public works and water plans are among the documents available for public scrutiny, discussion and input at the library. Every Saturday, a different councilperson is at the library for open discussion, and the U.S. congressional representative holds an open session every few months. The library collects, organizes and makes available city, county and school district documents in all formats.

Wanted: Library Stories

Every library has—or should have—stories about people whose lives have been enriched because of ideas and resources they found at the library.

Sharing those stories in the annual report, in newsletters, media stories, speeches and testimony before governing bodies demonstrates how libraries make a difference in the lives of real people. These stories also can warm the hearts and minds of listeners in a way that statistics alone can't.

Thank you notes can be a source of stories. So can library staff, Friends and board members. Some libraries put note cards near computers, in the children's room and other heavy traffic areas for library users to jot down how the library has helped them. You also might create a page on your library's Web site to share stories. Be sure to ask permission to use stories and names in publicity materials.

The American Library Association needs library stories to use with the media, in speeches and in testimony before Congress.

Please send your stories to the American Library Association, Public Information Office, Attn: Library Stories, 50 E. Huron St., Chicago, IL 60611 or send e-mail to pio@ala.org.

Thanks!

Delivering the Message

As part of your planning, brainstorm ways to deliver the message about libraries, librarians and information literacy to key audiences. Suggestions follow.

- **Aim** to become a model "information literate" community. Host a working lunch for representatives of key groups, including local government, the media, the business community and literacy, education and social service groups. Include representatives of all area libraries, public, school, academic and special. Focus on identifying information needs at the widest level and developing strategies for addressing them. Examples might be computerizing local government records, expanding computer access in low-income neighborhoods and integrating information literacy into school curriculum. Establish priorities and form working groups. Sometimes communication among these groups is the first best step.

- **Work** with the Friends, library boards, and other community groups to host a public forum on information literacy and its growing importance. Invite school and college officials to discuss information literacy in formal education, a special librarian to address information literacy in the workplace and a public librarian to talk about information literacy and lifelong learning.

- **Host** a "cybercafe" for parents, teachers, faculty, board members or alumni to demonstrate how students are benefiting from the revolution in information technology, to talk about the importance of information literacy and to highlight other resources and information they might find interesting and useful.

- **Organize** regular workshops for parents, seniors, school staff, faculty and community groups to help them develop their information literacy skills. Provide handouts with tips for finding the best sources of information; how to evaluate information in a variety of formats, including the Web; and how to guide children in viewing TV, surfing the Internet or doing homework assignments. Encourage participation in Internet and other instruction offered at the library.

- **Work** with local employers to design and organize instruction in reading, computer use and other information literacy skills that they identify as employee needs. Offer to host or provide classes at the library, on site or at other convenient locations.

- **Demonstrate** your information power to powerful people. Schedule short meetings with community leaders, college or school administrators, key faculty and board members. Ask each a few questions to create an individual information profile. Practice old-fashioned "selective dissemination of information," and notify them by e-mail of new resources (print and electronic, in the library and on the Web) that match their interests. Invite them on a real and virtual tour of the library to explore how the library can help them do their jobs.

- **Highlight** the library's role in promoting an informed electorate. (See ALA's *Smart Voting Tip Sheet* at www.ala.org/kranich/librariesandelections.) Display books, pamphlets and other information presenting all points of view. Hand out bookmarks with helpful Web sites and sources of information. Convene public meetings of candidates. Invite candidates to respond to questions about library and information issues. Join forces with other community groups like the League of Women Voters to promote informed voting.

- **Survey** all government departments to determine their information needs. Offer to work with them to develop resources and programs tailored to their needs on site or at the library.

- **Provide** an orientation session for all library staff and advocates about information literacy and the library's communications plan. Provide message sheets and training to help them share the message with their friends, neighbors, co-workers and community groups.

- **Develop** a media plan, including outreach to talk shows, on the topic of information literacy, library resources and the role of librarians.

- **Reach** out to community groups by providing speakers and articles for newsletters about information literacy and resources available to their members. Start an e-mail newsletter to let them know of new and important resources on board orientation, nonprofit fundraising, and public relations—online or in the library.

- **Devote** a section of your public, academic, school or special library Web site to the topic of information literacy. Provide helpful tips and links to information literacy tutorials such as the one offered by the University of Texas System Digital Library (http://tilt.lib.utsystem.edu).

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Building Partnerships

Everyone has a stake in building information literate communities. Corporate and nonprofit, government, education, social service and other sectors are all potential partners in ensuring that all people have the resources and skills they need to fully participate in an information society. Building partnerships with key groups is a primary strategy for building information literate communities.

At the national level, the National Forum on Information Literacy (NFIL), has more than 75 education, business, and governmental partners, including the American Library Association, that work to promote awareness of information literacy and programs that address it. You can learn more about the forum and its members online at www.infolit.org

Some libraries already have initiated partnerships focused on information literacy:

A Pacific Bell/UCLA Initiative for 21st Century Literacies will evaluate the meaning of literacy in an age characterized by rapidly changing technologies, an abundance of new and unfiltered information, and increasing diversity. Funded with a $1 million gift from Pacific Bell to University of California-Los Angeles Graduate School of Education & Information Studies (GSE&IS), the two-year project will address three key areas: educating the user, improving the information system and policy issues, including the "Digital Divide," privacy and ownership.

The University of California Irvine (UCI) Libraries are developing a two-year pilot program with targeted high schools called the School Partnership for Instruction, Research and Information Technology (SPIRIT). The program aims to develop partnerships to teach lifelong learning skills and increase the number of students that meet and exceed UCI admissions requirements.

In partnership with AT&T, the Chicago Public Library trained college students to act as "Cyber-Navigators," who assist patrons in using computers and exploring the Internet.

For more about building information literacy partnerships, see the Community Partnerships Toolkit developed by the ALA Special Presidential Committee on Information Literacy Community Partnerships at http://library.austin.cc.tx.us/staff/lnavarro/CommunityPartnerships/Toolkit.html.

Steps to success

1. Identify potential partners with a common concern and commitment to building information literate communities. Recruiting key players early on will help to attract other participants.

2. Promote a sense of ownership among all participants. Success is more likely when all partners are involved in the planning stages.

3. Create a shared vision. Involve all participants in identifying community needs, available resources, potential strategies and desired outcomes. A facilitator may be helpful.

4. Respect that partner groups have different constituencies and agendas. It's important to keep an open mind, stay flexible and be willing to negotiate.

5. Make a plan and assign tasks. Promote a "can do" attitude. If those involved have a willingness to do whatever it takes, the project will be successful.

6. Run good meetings. Have a clear agenda and adjourn on time. Solicit everyone's input. Don't meet more than is necessary.

7. Maintain regular communication. Keep everyone informed by using each agency's established communication channels as well as creating new outlets.

8. Keep your community informed. Prepare a communications plan and provide opportunities for public input when appropriate.

9. Express appreciation. Make sure each group is recognized for its participation as well as the joint outcome.

10. Evaluate your effort. Identify what worked, what didn't and next steps.

Sample Publicity Materials

Reach out to the media. Edit and adapt these sample publicity materials to reflect your library's programs and services.
For more tips on dealing with the media, see the Library Advocate's Handbook.

News Release

Submit this release in connection with National Library Week or other time of your choosing.

For Immediate Release: *(Date)*
Contact: *(Name)*
(Telephone)

Get information smart @ your library

Books, magazines, videos, CDs, books on tape, even the Internet. There isn't much you can't find at the library these days. National Library Week, coming up April 1-7, 2001, celebrates this unique resource.

"Today's libraries are one-stop shops," says *(Name, title, library).* "Where else can you have access to nearly anything on the Web or in print as well as personal assistance in finding it?" *(Name)* noted that librarians play an increasingly important role in the information age.

"In a world that's information rich, librarians are information smart," *(Name)* explained. "Librarians are the ultimate search engines. They can save time and money by helping you find the best and most current information available."

Librarians are on the forefront of the information age. They were among the first to recognize the importance of new information technology and to make it available to the public. Long-time advocates for literacy, librarians now advocate an expanded definition of literacy in the 21st century.

"The ability to read is still a basic survival skill but it's no longer enough," *(Name)* explained. "Information literacy is a critical life skill in today's information jungle."

According to *(Name),* information literacy means being "information smart." It means knowing when a book may be more helpful than a computer. It means knowing how to find, evaluate and use information in all forms.

"Good decisions depend on good information," *(Name)* said. "Knowing which sources to use and what questions to ask can be critical." These questions include: Is the information accurate? Is it complete? Is it from an authoritative source? Is someone trying to sell me something?

Many school and university libraries now offer instruction in information literacy with librarians playing a key role in teaching students the skills they will need to excel in school and make important decisions on the job and throughout their lives.

A growing number of public libraries also provide computer and other classes to help business people, seniors, parents and others develop information literacy skills. *(Add description of your library's classes/programs.)*

At the beginning of a new millennium, America's libraries have transformed themselves in ways that founder Benjamin Franklin could scarcely have imagined some 200 years ago. One thing that hasn't changed, says *(Name):*

"Libraries are still part of the American dream. They are a place for education and for self-help. They are there for everyone." For more information, call or visit *(Name of library)* or see the Web site at *(URL).*

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Public Service Announcements (PSAs)

Submit public service announcements with a cover note to public service directors of radio and television stations 6-8 weeks before you would like them to run.

For release: *(Air dates)*   Contact: *(Name)*   *(Telephone, e-mail)*

00:10

In a world that's information rich, your librarian is information smart.
Get help finding the information you and your family need at your library.
Call *(Telephone number)* or visit the *(Name of Library)* online at *(URL).*

####

00:20

Books, magazines, videos, CDs, books on tape, even the Internet. There isn't much you can't find at your library these days. If you haven't been to your library lately, National Library Week, April 1-7, is a good chance to drop by and see what's new. For information, call *(Telephone number)* or visit your *(Name of Library)* online at *(URL).*

####

00:30

Your parents are aging and need long-term nursing care. Your son's teacher says he's hyperactive. Your company is relocating to another community. Good decisions depend on good information. Put an expert to work for you and your family. In a world that's information rich, librarians can help you find the best, most current information. Find the answers at your library. Call *(Telephone number)* or visit your *(Name of Library)* today or check out the library online at *(URL).*

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Library
Advocacy
Now!

Letter-to-the-Editor

Edit and submit this letter to the editor of the editorial or op-ed page of your daily newspaper.
Check to see whether the paper accepts e-mail or fax submissions.

Dear Editor:

Too much information. Too little time. Most of us know the feeling.

Getting a simple answer to a simple question isn't always easy these days, let alone doing advanced

research. Anyone who's done an online search–let's say for "car prices"–and gotten a message along the lines

of "254,431 documents matched your query" knows what I'm talking about.

What many of us don't realize is that help is as close as our *(local/campus/school/business/)* library.

Libraries have come a long way since most of us were *(children/students)*. There are still books and journals, of

course, but there are also computers and Internet connections, books on tape, videos and CDs. Best of

all, there are skilled information professionals—the librarians—to help us find precisely what it is we need.

Librarians are at the forefront of the information age. They know how to find the best sources of information

online and in print. And they have led the way both in making them available and teaching how to use them.

National Library Week, April 1-7, is a time when we celebrate this great institution. It's also a good time to visit

the library, to take advantage of the incredible resources it offers and to remind others of what's available.

It's easy to take our libraries and librarians for granted. I encourage everyone to take a moment to thank our

librarians for the services they provide and to remind our *(public/school/campus officials)* that libraries provide

vital services in today's information society.

Respectfully,

(*Name of library advocate, address, telephone*)

Library
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Op-ed

Edit and adapt this opinion column for your local newspaper. Include the name, address, telephone number and credentials of the person submitting *(library director, president of the library board or Chamber of Commerce).*

Literacy takes on new meaning in the 21st Century

If you are reading this you are obviously literate. There's a good chance you know how to use a computer and, I'd be willing to bet, know the meaning of the words "information overload."

Most of us today are keenly aware of the avalanche of information coming at us from the time we wake up with our favorite morning talk show until we turn off the late-night news. Books, newspapers, professional journals, e-mail from our co-workers, and newsletters from community organizations add to the volume of information flooding our lives.

But more information doesn't necessarily mean better. If you read the headlines, you know that opportunities for inaccuracies, exploitation and deception have grown along with the speed and magnitude of information available to us. Investors in one small company lost millions of dollars when a false news release was circulated online. As much as 70 percent of health information on the Web may be inaccurate, according to one study.

Coping with a bewildering amount of information requires a new form of literacy, one that goes beyond the ability to read—something educators refer to as information literacy. This expanded definition of literacy means more than being able to read or use a computer. It means knowing how to find, evaluate and use the best information from an ever-increasing array of sources.

Noted business leaders and organizational theorists, such as Steven Covey, Peter Drucker, and Peter Senge, tell us that lifelong learning and the ability to apply new knowledge in a changing world is the first, most important thing for career and life success. But information literacy is more than theory. It is a critical skill in today's information jungle.

Maybe your parents need long-term nursing care. How do you find the best, most affordable care? Or your employer is moving to another community. Should you relocate your family? Maybe you're a small business owner who wants to market your product in China. Is this the time to do it? Or your son's teacher says he is hyperactive and suggests he needs medication. Where do you find the latest research?

Good decisions depend on good information.

Information literate people know how to find quality information that will help them through family, medical or job crises. They know how to separate the wheat from the chaff, the true from the untrue, the fact from the rumor. Information smart people are good employers and employees. They know when they need data and what data they need to plan and work successfully. Librarians were among the first to recognize that the traditional definition of literacy no longer applies. Back in 1989, the American Library Association's Presidential Committee on Information Literacy wrote: *"How our country deals with the realities of the Information Age will have enormous impact on our democratic way of life and on our nation's ability to compete internationally."*

Library Advocacy Now!

Sample Op-ed (cont.)

That was before the Internet became a superhighway running through businesses, schools, libraries and, increasingly, our homes. Librarians were among the first to recognize the importance of this new information technology and to fight to make it widely accessible to members of the public at libraries. Today, virtually every public, academic and school library is connected.

The irony, of course, is that many who could benefit most from information lack basic literacy skills. Imagine a family that is being evicted by a landlord who claims he is within his legal rights. Unless that family knows how to seek information to confirm or disprove his claim, they must take his word.

There are still some 40 million adults who have difficulty with the basic reading, writing and math skills needed to function in everyday life. And despite the growing availability of computers, the most recent study by the Chamber of Commerce shows "the digital divide" has actually widened. Urban households with incomes of $75,000 and higher are more than 20 times more likely to have Internet access at home than poor, rural households. Whites are more than twice as likely to have Internet access than Blacks or Hispanics.

For these families and for all families, libraries play an essential role both in providing access to the latest information technology and teaching how to use it. Today even the smallest libraries are one-stop shops. In person and online. More importantly, there are information

experts—librarians—to help you find the best and most current information available whether it's a Web site, book, video or pamphlet.

As a nation, we have focused our energies on maximizing the availability of new technology. The time has come to expand that vision. Librarians know that having Internet connections isn't enough. We must be information smart. Librarians are working to build information literate communities, where people of all ages have both the resources and skills they need to prosper. In schools and universities, librarians teach students the information literacy skills they need to succeed on the job and throughout their lives.

A growing number of public libraries also provide instruction for parents, seniors, business people and others to help them become savvy information users. *(Add description of programs at your library.)*

At the dawn of a new millennium, libraries continue to play a unique and central role in our democracy. They are a place for education and self-help. They offer opportunity to all.

Being information smart means knowing when you need help and where to get it. The place to start is at your library.

####

875 words

Sample Speech

This sample speech is intended for a general lay audience. Feel free to edit and adapt it for specific audiences, adding examples and stories about your library and its users. See the Communications Plan and Message Sheet for examples of more targeted messages. Citations can be found in Fast Facts. To cite the most current number of Web sites, see Domain Statistics at www.domainstats.com/. The final speech should run around 20 minutes. Be sure to read aloud both to adjust the wording so it is comfortable for you and to check the length.

Get information smart @ your library

How many of us ever thought we'd see the day when we had too much information??? I'm willing to bet that most of us have had that thought at least once—maybe even once a day! And no, it's not your imagination.

More than a million books are published each year—more than 100,000 titles in the U.S. alone. Nine hundred new magazines were introduced last year, bringing the total to more than 40,000. Some 45,000 newspapers and professional newsletters are published in the United States. The U.S. government publishes more than 100,000 documents. More than half a million copyright registrations are filed each year. And that is only the world of organized, thoughtfully written and designed information!

Now let's add the WorldWide Web/Internet. There are more than 17 million sites, with close to 3 billion Web pages. Millions of new Web pages are added every day. The vast majority of sites are sponsored by businesses, advocacy organizations and individuals. Only about 6 percent are educational or government sites. Unlike a library, there is no catalog to reference. Even the best search engines are capable of locating less than 50 percent of what's available on any given topic.In fact, some people have compared the Web to walking into a library after an earthquake.

Welcome to the Information Society!

Twenty years ago, we used to say there was more information in one week's Sunday *New York Times* than a person in Medieval Europe encountered in a lifetime. Today, the sheer volume of information and data is even more overwhelming.

Each new advance—radio, TV, the fax, the computer, the Internet— has added to the immediacy and scope of information in our lives. For those of us who believe there is never too much of a good thing, having so much information is a good problem to have. But it is one that we as a nation and as individuals are still coming to grips with.

Information technology is changing how we live, learn, work and govern. But more and faster doesn't necessarily mean better. Access to more information also means access to more bad information. It means more opportunities for errors, exploitation and fraud. Investors in a small high-tech company lost millions of dollars when a press release circulated online falsely reported it was failing.

Today, more than ever, immediate doesn't necessarily mean urgent or important. It may mean only that someone wants our attention and/or our money. And in a world that changes as quickly as ours, we all know that what is true today may not be true tomorrow.

So how do we live successfully in an Information Society? How can we distinguish knowledge from data, the true from the untrue, the real from the rumor? How CAN we find the nuggets of wisdom that we need to make good personal and civic decisions in a complicated world?

Library Advocacy Now!

The answer, thankfully, is not nearly as complex as the problem. And it's as close as your nearest library.

Good decisions depend on good information. Finding information in an information society can be deceptively easy. Finding the best information can be difficult. How successful we are depends largely on a combination of skills known as information literacy.

What is information literacy?

Information literacy is more than being able to read or use a computer. It means knowing when you need information, where to find it and how to use it. It means knowing where to find the best source of information, whether it's online or in print. It means knowing how to evaluate the information you find. Is it current? Authoritative? Is it biased? Is someone trying to sell you something?

Information literacy is a critical life skill in today's information jungle. Where we turn for information and how well we are able to evaluate it can make the critical difference between a good decision and a bad one. It can save time and money for our families, our employers and ourselves. It may even keep us healthy. According to one study, 70 percent of the information on health-related Web sites is inaccurate

Librarians were among the first to recognize the importance of information literacy in an information society. Back in 1989, the American Library Association's Presidential Committee on Information Literacy wrote: "How our country deals with the realities of the Information Age will have enormous impact on our democratic way of life and on our nation's ability to compete internationally."

That was before the Internet became a superhighway running through businesses, libraries, schools and, increasingly, our homes. . . before "information overload" became a household word. . . and before the information gap became "the digital divide."

Today, thanks to the ALA's leadership, every library in the country is connected to the Internet. And it continues to fight to protect the same free access to information in cyberspace that Americans enjoy in the print world. Librarians are concerned because they know the quality of our lives depends on quality information. They know that more information isn't always better and that real information power is having the right information you need when you need it. They also know that children and adults must be skilled and savvy information users to succeed in today's world.

The irony, of course, is that many who could benefit most from information often lack access. Imagine a family that is being evicted by a landlord who claims he is within his legal rights. Unless that family knows how to seek information to confirm or disprove his claim, they must take his word. About one fifth of all Americans—or some 40 million adults—have difficulty with the basic reading, writing and math skills needed to function in everyday life. And despite the growing availability of computers, recent studies by the U.S. Department of Commerce and others show "the digital divide" has actually widened.

Urban households with incomes of $75,000 and higher are more than 20 times more likely to have Internet access at home than poor, rural households. Whites are more than twice as likely to have Internet access than Blacks or Hispanics.

For these families and for all families, libraries play an essential role both in providing access to technology and teaching how to use it.

Libraries have always been, and continue to be, fundamental to our democracy. They are places for education and for self-help. They offer opportunity for all. And they are dynamic, changing places. At the beginning of a new millennium, America's libraries have transformed themselves in ways that founder Benjamin Franklin could scarcely have imagined some 200 years ago.

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There's a wealth of books and other print materials, of course, but also books on tape, CDs, videos, computers and Internet connections, storyhours and other children's programs, art exhibits, classes on how to start your own business, retirement planning and much more. *(Adapt this description of resources and programs for your library.)*

Today even the smallest libraries are one-stop shops. In person and online. Where else can you have access to nearly anything on the Web or in print? More importantly, there are information experts— librarians—to guide you.

Consider your own information needs: Maybe your parents need long term nursing care. Or your employer is moving to another community. Your company wants to market its product in China. Or, your son's teacher says he is hyperactive and needs medication.

One of the myths in the information age is that you can find everything you need on the Internet. Well, maybe it's there but finding it can often be a challenge! Anyone who's done a search on car prices and gotten a message along the lines of "148,000 documents matched your query" knows what I'm talking about. (And that was only for Fords!) *(Add examples of how your library staff has assisted information seekers.)*

In a society that is information rich, librarians are information smart. Librarians are the ultimate search engines. They can save you time and money by helping to find the best, most current information available whether it's a Web site, book, video or pamphlet.

Librarians are techno-savvy, on the forefront of the information age. They were among the first to recognize the importance of new information technology and to make it available to the public. Today they are working to build information literate communities.

In school and university libraries, librarians play a key role in teaching students the information literacy skills they will need to succeed in school, on the job and throughout their lives. A growing number of public libraries also offer classes for business people, seniors, parents and other out-of-school adults to help them become information savvy. *(Describe programs at your library.)*

As librarians, employers and employees, as parents, community leaders and citizens, we all have a role to play in building information literate communities.

What can you do?

One. Become information savvy. Attend a class or workshop. Read a book. Ask the librarian for tips when looking something up on the Web. Make sure your child's school or college provides instruction in information literacy and that there are well-stocked libraries with professional librarians to help them. Encourage your children to use the library and to seek information from a variety of sources for homework and other needs. Teach them to be critical consumers of information, whether in books, newspapers, on TV or the Web. Encourage your employees to take advantage of programs that will help them develop information literacy skills. Or, conversely, suggest that your employer offer such programs. *(Explain any programs your library offers and/or your willingness to work with employers.)*

Two. Be informed and involved in issues that affect your ability to get information. In the future, much of the information that Americans have used for their studies, to do medical and other research, may carry a steep price tag unless members of the public actively speak out. Librarians believe that the public's right of fair use to information should apply in cyberspace as it has in the print-based world. They also strongly support confidentiality rights for information users. That isn't always true on the Internet. Make sure your government representatives know you want these democratic freedoms preserved for future generations.

Three. Use and support your library. You're cheating yourself and your family if you don't use the best information resource around. Ask the librarian if you have questions. Join the Friends of the Library. Let your elected or administrative officials know you value these services and want your public, school and academic libraries to receive the support they need to provide state-of-the-art information services.

In frontier America, one of the measures by which a community was deemed civilized was the presence (or absence) of a library. On the new frontiers of cyberspace, libraries continue to be part of the American dream. They are changing and dynamic places for education and for self-help. They offer opportunity to all.

Before I close, I want to invite all of you to visit your library in person or online at *(URL)*. That's *(repeat URL). (Note Internet classes/other upcoming events.)*

And remember, it's an information jungle out there. Let a librarian be your guide!

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Fast Facts

- **The U.S. Department of Labor's report from the Secretary's Commission on Achieving Necessary Skills (SCANS) lists information literacy as one of the five essential competencies necessary for solid job performance.**

- **About one fifth of all Americans — or some 40 million adults—have difficulty with the basic reading, writing and math skills needed to function in everyday life.**
  1998 National Adult Literacy Survey (NALS), Department of Education

- **The world's total yearly production of print, film, optical and magnetic content would require roughly 1.5 billion gigabytes of storage— the equivalent of 250 megabytes per person for each man, woman and child on earth.**
  How Much Information?, School of Information Management and Systems at the University of California at Berkeley, 2000, www.sims.berkeley.edu/how-much-info/

- **There are more than 27 million Web sites.**
  Domain Statistics, www.domainstats.com/

- **In October 2000, the Web consisted of some 2.7 billion Web pages for the public. The number is expected to double each year.**
  Size of the Web, Censorware Project, wwwcensorware.org/web_size/

- **Every 24 hours, approximately 4.3 million new pages are added to the World Wide Web.**
  Lawrence, S. and C.L. Giles. *Nature,* Feb. 1999. wwwmetrics.com)

- **The average life span of a Web page is about 44 days.**
  Lawrence, S. and C.L. Giles. *Nature,* Feb. 1999. www.wwwmetrics.com

- **About 83 percent of Web sites contain commercial content; 6 percent contain scientific or educational content; 1.5 percent of sites contain pornographic content.**
  Lawrence, S. and C.L. Giles. *Nature,* Feb. 1999. www.wwwmetrics.com

- **The best search engines can track only 16 percent of Web pages, and the top 11 Web search tools only index 40 percent of the Web.**
  NEC Research Institute, July 1999

- **Urban households with incomes of $75,000 or higher are more than 20 times likely to have Internet connections than low-income rural households and more than nine times as likely to have a computer at home.**
  Falling Through the Net, U.S. Dept. of Commerce, 1999

- **White Americans are more likely to have home Internet access than Black Americans or Hispanic Americans regardless of location.**
  Falling Through the Net, U.S. Dept. of Commerce, 1999

- **According to studies conducted in 1999 by Johns Hopkins and Ohio State universities, 70 percent of health and medical information on the Web is wrong or misleading.**
  Blink magazine, June-July 2000

Library Advocacy **Now!**

Quotable Quotes

"What do you want to buy online? Tell me, and within 48 hours I can probably set up a legitimate-looking Web site claiming to sell that item."
Melinda Rice, "Web of Deceit," *Chicago Tribune,* May 19, 2000

"What parents should be teaching their kids is how to become information experts, how to find the data that are relevant to their aspirations."
Scott McNealy, chairman and CEO of Sun Microsystems, *Newsweek/Score/Learning & the Internet,* May 15, 2000

"As librarians, we must ensure that all people have the skills—as well as the resources—to realize life, liberty and the pursuit of happiness."
Nancy Kranich, president, 2000-2001, American Library Association

"The thrill of acquiring or distributing information quickly must not be confused with the more demanding task of converting it into knowledge and wisdom."
Alan Bundy, university librarian, University of South Australia

"The Web is still an information wilderness, untamed by the kind of fact-checking that books undergo before they're deemed suitable."
Newsweek/ Score!Learning & the Internet, May 15, 2000

"Information literate citizens are able to spot and expose chicanery, disinformation, and lies."
ALA, Presidential Committee on Information Literacy Final Report, 1989

"Trying to find information on the Web is like walking into a library after an earthquake, with the books strewn all over the floor."
Debra Jones, Exploring the Internet Using Critical Thinking Skills

"The student who is safest from unsavory messages is the student who is educated about them and can assess and evaluate the messages for him- or herself."
J. Lynn McBrien, "New Texts, New Tools: An Argument for Media Literacy," Educational Leadership, October 1999, Vol. 57, No. 2.

"What is true today is often outdated tomorrow. A good job today may be obsolete next year. To promote economic independence and quality of existence, there is a lifelong need for being informed and up to date."
ALA Presidential Committee on Information Literacy Final Report, 1989

"Knowledge managers, information specialists, chief answerists, knowledge navigators. They're more commonly known as librarians. As corporations rely on information to keep ahead of the competition, demand for these professionals is escalating."
U.S. National Business Employment Weekly, September 1999

"What we are now witnessing is the emergence of a new era of the information age where individuals and businesses are rejecting multiple sources of information in preference to a single source they believe will actually give them all the information they need…It is a question of survival of the fittest."
Out of the Abyss: Surviving the Information Age, Reuters, 1998

"In solving the information problem, we have created a new problem: information glut, incoherence and meaningless…our technological ingenuity transformed it into a form of garbage and ourselves as garbage collectors."
Neil Postman, *The Weekend Australian,* September 1999

"Knowledge is of two kinds. We know a subject ourselves, or we know where to find information upon it."
Dr. Samuel Johnson, April 18, 1775

Information Power: The Nine Information Literacy Standards for Student Learning

Information Literacy

Standard 1
The student who is information literate accesses information efficiently and effectively.

Standard 2
The student who is information literate evaluates information critically and competently.

Standard 3
The student who is information literate uses information accurately and creatively.

Independent Learning

Standard 4
The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5
The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6
The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

Standard 7
The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8
The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9
The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

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Information Literacy Competency Standards for Higher Education

Adopted by the board of the Association for College and Research Libraries, January 2000. See Organizations and Leadership.

Standard 1
The information literate student determines the nature and extent of the information needed.

Standard 2
The information literate student accesses needed information effectively and efficiently.

Standard 3
The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Standard 4
The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Standard 5
The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Information Literacy: Planning for Results

Information Literacy

**Example of Needs Addressed by
this Service Response**
A library that provides INFORMATION
LITERACY service helps address the need for
skills related to finding, evaluating and
using information effectively.

What the Library Does and Provides
The library will provide training and
instruction in skills related to locating,
evaluating and using information resources
of all types. Teaching the public to find and
evaluate information will be stressed
over simply providing answers to questions.
The library will provide access to information
in a variety of forms and will offer public
Internet training and access. Library staff will
be knowledgeable about how people seek
information and learn.

Staff may offer group classes, individual
tutoring or spontaneous one-on-one training
in topics such as media literacy or finding
resources on the Internet. The library may
provide a computer laboratory or classroom.

**Some Possible Components of
Information Literacy Service**

- Classroom space

- Special programs on media literacy

- Computer laboratory

- Listening and viewing multi-media
  computer stations for critical evaluation
  of resources

- Basic library skills and bibliographic
  instructions

- Instructional technology

Advocacy/Information Literacy Resources
From the American Library Association (ALA)

Events

ALA Calendar of Events
Dates and descriptions for National Library Week, Library Card Sign-up Month and other opportunities to promote libraries. www.ala.org/pio/alacalendar.html

Calendar of Literacy Events
Dates and descriptions for events sponsored by nonprofit groups to promote reading. www.ala.org/pio/literacycalendar.html

National Library Legislative Day
Library supporters from across the nation gather on Capitol Hill each spring in Washington, D.C. for National Library Legislative Day, sponsored by the ALA Washington Office and other groups. For information, contact the ALA Washington Office or see the ALA Web site at www.ala.org/washoff/.

Online

ALA Legislative Action Center
Check out this comprehensive Web page at www.ala.org/washoff/ for updates on key library and information issues, action alerts, contact information and links to members of Congress.

ALA Presidential Committee on Information Literacy Final Report
Released in 1989, the report was one of the first calls to action on this issue. The report can be found along with links to other information literacy resources at www.ala.org/acrl/infolit.html.

Community Partnerships Toolkit
Tips and guidance for working in partnership with others to build information literate communities. http://library.austin.cc.tx.us/staff/lnavarro/CommunityPartnerships/Toolkit.html.

AASL Publications and Products
Online preview with descriptions for Information Power: Building Partnerships for Learning and other products related to information literacy. Products can be ordered online. www.ala.org/aasl/ip_products.html

FamiliesConnect
Online classes and other resources to help families learn about the Internet together from the AASL ICONnect technology initiative. www.ala.org/ICONN/familiesconnect.html

Information Literacy Community Partnerships Initiative
Launched by 2000-2001 ALA President Nancy Kranich as part of a major new initiative, this site provides news, updates and links to key Web sites. www.ala.org/kranich/literacy.html

Information Literacy: Unlock Your Child's Door to the World
Informative article for parents from the AASL ICONnect technology initiative. www.ala.org/ICONN/fc-infolit.html

Librarian's Guide to Cyberspace for Parents and Kids
Useful and practical guide with advice on what makes a good Web site and other tips for using the Internet, plus links to Great Sites. www.ala.org/parentspage/greatsites/guide.html

Libraries & the Internet Toolkit
Tips and guidelines for managing and communicating about the Internet. Contact the ALA Public Information Office for print copies. www.ala.org/pio/internettoolkit/.

A Library Advocate's Guide to Building Information Literate Communities, ALA Library Advocacy Now! Action Pack 2000.
Tips for organizing an advocacy campaign to promote information literacy in your school, college or university or community. Sample publicity materials, speech, quotable quotes and more. Copies are provided free to participants in ALA Library Advocacy Now! Training Programs (see Training). Individual copies are available for $10 from the ALA Public Information Office or see www.ala.org/pio/advocacy.

Literacy in Libraries Across America
An initiative of the ALA and the Lila Wallace-Reader's Digest Fund to strengthen library-based adult literacy programs. Includes news and announcements of events, resource desk and links to key sites. www.ala.org/literacy/

National Information Literacy Institute
Established by the Association for College and Research Libraries (ACRL) with a focus on advancing information literacy curricula in higher education. www.ala.org/acrl/nili/nilihp.html

ParenTech
Tips and resources for librarians, families and educators of middle school kids (grades 6-8) about career opportunities and skills needed in the 21st century. www.parentech.org

Washington Newsline (ALAWON)
Online newsletter from the ALA Washington Office with timely updates and action alerts on federal legislation and policies regarding libraries and information issues. Free over the Internet. To subscribe, send the message: subscribe ala-wo <your first and last name> to listproc@ala.org.

Library Advocacy Now!

Promotional Materials

"@ your library"™ Campaign
Colorful posters, bookmarks and other promotional items for ALA's new five-year Campaign for America's Libraries can be purchased from the ALA Graphics Catalog or from the ALA Online Store at http://alastore.ala.org. To request a free catalog, call 800-545-2433, ext. 5046. For camera-ready art and campaign updates, see the ALA Web site at www.ala.org/@yourlibrary/.

Information Power Banner
A striking reminder to librarians, teachers and parents of the critical goal: "Building a Generation of Information Literate Students." (Packaged as set of two banners 13″ x 38″ when cut apart). Order #5090-1001. $10. To order, call 800-545-2433, press 7, or order online at the AASL Publications and Products Web page (see Online).

Information Power Bookmark
Valuable giveaways in the library or classroom. 100 per pack. #5090-1002. $6. To order, call 800-545-2433, press 7, or order online at the AASL Publications and Products Web page (see Online.)

Publications

Information Power: Building Partnerships for Learning
American Association of School Librarians and Association for Educational Communications and Technology, 1998. Includes the Information Literacy Standards for Student Learning, also guidelines and principles to create a dynamic, student-centered program. Order #3470-6-2094. ISBN 0-8389-3470-6. Approx. 208p. $35. To order, call 800-545-2433, press 7, or visit the AASL Publications and Products Web page (see Online).

Information Literacy Standards for Student Learning
AASL/AECT, 1998. Designed for distribution to your partners—teachers, principals, parents, boards, and administrators. Approx. 48p. Order #3471-4-2094. ISBN 0-8389-3471-4. $20. To order call 800-545-2433, press 7, or visit the AASL Publications and Products Web page (see Online).

A Library Advocate's Guide to Building Information Literate Communities, ALA Library Advocacy Now! Action Pack 2000.
Ideas and strategies, messages and sample publicity materials for advocating the importance of information literacy and the critical role of libraries and librarians. Print copy, $10. Free as part of Library Advocacy Now! Training Programs. (see Training). Available on the ALA Web site at www.ala.org/pio/advocacy/.

Library Advocate's Handbook
Print copies, $2; quantity discounts available. Free when distributed as part of Library Advocacy Now! Training Programs (see Training). ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611. Tel: 800-545-2433, ext. 5041/5044. Fax: 312-944-8520. E-mail: advocacy@ala.org.

Planning for Results: A Public Library Transformation Process: Guidebook and How-To Manual.
Public Library Association, 1998. This introductory guide explains each step in the process. The loose-leaf How-To Manual contains detailed instructions on how to perform each step and work forms. 328p. ISBN 0-8389-3479-X Order from ALA Customer Service Department, 155 N. Wacker Drive, Chicago, IL 60606-1719. Telephone: 800-545-2433, press 7. Fax: 312-836-9958

Quotable Facts about America's Libraries
Give these pocket-sized cards to trustees, Friends and advocates to quote at a moment's notice. Free copies are available from the ALA Public Information Office. Also see the ALA Web site at www.ala.org/pio/.

Library Advocacy Now!

Training

Library Advocacy Now! Training
Programs on how to advocate for information literacy are available to local, regional and state library groups at no or minimal cost (for travel). Programs give practical tips and techniques for building an advocacy network and how to be an effective library spokesperson and legislative advocate. Programs also can be structured to focus on the Internet and legislative advocacy and for special audiences such as trustees, Friends of Library. Contact the ALA Public Information Office.

Videos

America's Libraries Change Lives
Show this uplifting video to school and community groups. A tip sheet provides suggestions for triggering discussion about the role of libraries. (18 min.) Order from ALA Graphics, 800-545-2433, press 7.
Order #5291-0100, $49 plus shipping.

Library Advocacy Now!
See library advocacy in action. Get tips from experienced advocates on advocating library support to legislators and others. (25 min.) 1997. 10347L. $99. ALA members receive a 10 percent discount. Order from ALA Video/Library Video Network, 320 York Rd., Towson, MD 21204. Tel: 800-441-TAPE (8273).
Fax: 410-887-2091. www.lvn.org

Video Companion to Information Literacy Standards for Student Learning
Use this engaging, 15-minute video in presentations to teachers, parents and other school library stakeholders. Student-activity scenarios bring to life each of the nine information literacy standards. Produced by Great Plains Network as part of its "Know It All" series. Order #3492-7-2094. $39.95.
To order call 800-545-2433, press 7, or visit the AASL Publications and Products Web page (see Online).

For more resources, see the *Library Advocate's Handbook.*

Organizations and Leadership

Key ALA Contacts

American Library Association (ALA)
The oldest and largest library association in the world, the ALA has adopted 21st century literacy as one of five key action areas. The definition of information literacy contained in the 1989 ALA Special Presidential Committee on Information Literacy Final Report has been widely adopted in the education and business communities. (www.ala.org)

American Association of School Librarians (AASL), a division of ALA. The association advocates for information literacy in K-12 schools. Its Nine Information Literacy Standards for Student Learning provide goals and guidelines for educators in developing information literacy curriculum. (www.ala.org/aasl/ip_nine.html)

Association for College and Research Libraries (ACRL), a division of ALA. A key organization in the information literacy movement, ACRL focuses on the need to prepare college students. It hosts the Institute for Information Literacy and has established Information Literacy Competency Standards for Higher Education. (www.ala.org/acrl/)

National Forum on Information Literacy (NFIL). Founded in response to the 1989 ALA Presidential Committee Report, the forum has 75 members, including education, business, and governmental organizations. Its mission is to promote awareness of the need for information literacy and encourage activities leading to its acquisition. The Web site provides extensive links on this topic. (www.infolit.org)

American Association of School Librarians (AASL)
Tel: 800-545-2433 ext. 4386
Fax: 312-664-7459
E-mail: aasl@ala.org
www.ala.org/aasl

Association of College and Research Libraries (ACRL)
Tel: 800-545-2433, ext. 2519
Fax: 312-280-2520
E-mail: acrl@ala.org
www.ala.org/acrl

Office for Literacy and Outreach Services (OLOS)
Tel: 800-545-2433, ext. 4297
Fax: 312-280-3256
E-mail: olos@ala.org
www.ala.org/olos

Public Information Office (PIO)
Tel: 800-545-2433, ext. 5044/5041
Fax: 312-944-8520
E-mail: pio@ala.org
www.ala.org/pio

Public Library Association (PLA)
Tel: 800-525-2433, 5752
Fax: 312-280-5029
E-mail: pla@ala.org
www.pla.org

American Library Association
50 East Huron Street
Chicago, Illinois 60610
Tel: 800.545.2433 / 312.944.6780
TDD: 312.944.7298
Fax: 312.944.9374
E-mail: ala@ala.org
www.ala.org

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Feedback Form

Please help us evaluate the response to this Action Pack by completing the form below. Fax to 312-944-8520 or mail (with samples of your material if possible) to American Library Association, Public Information Office, Attn: Feedback, 50 E. Huron St., Chicago, IL 60611. Your comments will help to guide and improve future efforts. Thank you for your cooperation.

1 Did you make educating your community about information literacy a priority? ☐ Yes ☐ No
If not, please explain why.

2 What ALA materials were most helpful to you?

☐ Library Advocate's Handbook   ☐ A Library Advocate's Guide to Building Information Literate Communities (Action Pack)
☐ @ your library™ posters and promotional products   ☐ Information Literacy Standards   ☐ Other (specify)

3 What types of strategies and activities did your library sponsor?

☐ Stories in media   ☐ Speaking engagements   ☐ Visits to legislators   ☐ Workshops/classes (please specify)

4 Did you recruit partners? ☐ Yes ☐ No

Please describe the nature of the activity and any additional partners below.

☐ Mayor, other public officials   ☐ Community service groups   ☐ School/academic administrators   ☐ Teachers/Faculty
☐ Business leaders/owners   ☐ Union/other employee groups

Please list all partners and nature of activity.

5 Please describe other strategies/activities undertaken.

6 Please describe any results or feedback you have had to your efforts.

Name of library

Your name and title

Mailing address

Telephone   E-mail

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