

NEH Application Cover Sheet (GG-278256)

Humanities Discussions

PROJECT DIRECTOR

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INSTITUTION

American Library Association
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APPLICATION INFORMATION

Title: *Let's Talk About It: Women's Suffrage*

Grant period: From 2021-05-01 to 2022-11-30

Project field(s): U.S. History; Women's History; Literature, General

Description of project: The American Library Association requests a National Endowment for the Humanities (NEH) Public Humanities Projects grant in the amount of \$249,999 to implement a Let's Talk About It (LTAI): Women's Suffrage humanities discussion project corresponding to NEH's "A More Perfect Union" special initiative. On August 18, 1920, the Nineteenth Amendment was ratified, which prohibited the government from denying a citizen the right to vote on the basis of sex. As the country celebrates the 100th anniversary of this landmark amendment, it is surprising how many Americans know very little about this milestone in the nation's history. It is important that we highlight the decades of struggle, resistance, and demonstration by the women's suffrage movement leading up to the ratification so communities may better appreciate and understand the lasting impact it has had on the nation. This project will engage communities across the nation in critical reflection and discussion on the movement.

BUDGET

Outright Request	249,999.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	249,999.00
Total NEH	249,999.00		

GRANT ADMINISTRATOR

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Nature of the Request

The American Library Association (ALA) requests a National Endowment for the Humanities (NEH) Public Humanities Projects grant in the amount of \$249,999 to implement a *Let's Talk About It (LTAI): Women's Suffrage* humanities discussion project corresponding to NEH's "A More Perfect Union" special initiative. On August 18, 1920, the Nineteenth Amendment was ratified, which prohibited the government from denying a citizen the right to vote on the basis of sex. As the country celebrates the 100th anniversary of this landmark amendment, it is surprising how many Americans know very little about this important milestone in the nation's history. The movement for and against the Nineteenth Amendment brought to light deep controversies over gender roles and race that divided Americans then and continue to echo throughout the country today. It is important that we highlight the decades of struggle, resistance, and demonstration by the women's suffrage movement leading up to the ratification so communities may better appreciate and understand the lasting impact it has had on the nation.

The *LTAI: Women's Suffrage* project will correspond to NEH's "A More Perfect Union" initiative by providing opportunities for communities to deepen their knowledge of American history and culture by examining events and individuals who impacted the women's suffrage movement. This project will also work to advance the civic education and knowledge of a key moment in the history of voting rights through facilitated discussion focused on a series of books and questions curated by project scholars.

The *Let's Talk About It: Women's Suffrage* project will use ALA's successful *Let's Talk About It (LTAI)* model to engage communities in critical reflection and discussion on the women's suffrage movement and its lasting impact. The LTAI model uses the simple pleasure of reading a book to draw people together to discuss a specific theme through the lens of the humanities. Each LTAI theme comprises of a group of five books, discussion questions, and essays developed by a nationally known scholar or group of scholars to help libraries in any community lead a structured discussion.

The project's lead scholars — Melissa Bradshaw, senior lecturer in the department of English at Loyola University Chicago, and Allison K. Lange, associate professor of history at Wentworth Institute of Technology — have focused this proposed project on the following humanities themes in order to explore the overarching topic of women's suffrage: 1) the promises and limitations of our country's founding documents; 2) voting rights and citizenship; 3) inclusion/exclusion of suffrage history; and 4) the aftermath of the Nineteenth Amendment following the movement. To delve into these themes, Bradshaw and Lange have selected five books around which to develop essays and discussion questions: *Crusade for Justice: The Autobiography of Ida B. Wells* by Ida B. Wells; *Picturing Political Power: Images in the Women's Suffrage Movement* by Allison K. Lange; *Sex Wars: A Novel of Gilded Age New York* by Marge Piercy; *The Woman's Hour* by Elaine Weiss; and *The 19th Amendment and Women's Access to the Vote Across America*, a free digital collection of essays compiled by the National Park Service.

In addition to the reading list, discussion questions, and essays developed by the project scholars and advisory committee, ALA will also make a programming guide and promotional kit available online to support these humanities-based discussions in libraries across the country. All of these materials will be freely available and widely promoted on the ALA website. To support the adaptation of these materials by libraries, ALA will select a cohort of 25 libraries to receive a set of 10 copies of each book to circulate in their collection. Each library selected will also receive a \$1,000 programming stipend, training in the LTAI model at a one-day virtual workshop, and access to a five-part facilitation training e-course.

Humanities Content

In 2020, exactly 100 years after many women cast ballots for the first time, Americans will vote in a presidential election. This centennial of the Nineteenth Amendment provides an important opportunity to engage the public in conversations about the history of voting rights in the United States. History textbooks often offer a simplistic narrative of the nation granting women the ballot, but this program will deepen popular understandings of the inspiring, complex history of women's voting rights activism. For example, in 2019 Wyoming women celebrated 150 years of voting rights. In contrast, Southern women of color did not freely cast ballots until the Voting Rights Act of 1965. Some of us know of suffragists Susan B. Anthony and Elizabeth Cady Stanton; this program will build on popular knowledge to include women that these well-known suffragists excluded from the history that they popularized. New scholarship will fuel these revitalized discussions about the suffrage movement.

Voting is essential to democracy, and Americans have fought for access to the ballot since the nation's founding. The Nineteenth Amendment enfranchised the greatest number of Americans of any single piece of legislation. *LTAI: Women's Suffrage* is well situated to be part of NEH's special "A More Perfect Union" initiative as discussing this movement through the lens of popular books will help communities better understand constitutional democracy, civic engagement, and how this historical moment has impacted our nation. It will do this by illuminating the history of women's votes to encourage Americans to reflect on the history of voting rights and citizenship.

Humanities Themes

LTAI: Women's Suffrage will feature the following Humanities Themes:

Promises and Limitations of Our Founding Documents

The nation's founding documents promised an equal society but implicitly entrenched a social hierarchy, including the patriarchy. Under the laws of coverture in the early United States, few married women could own property or control their money. Except for a brief stint in New Jersey from 1797 to 1807, women could not vote and did not hold office. Enslaved women did not even have the right to control their own bodies. Women's rights activists began organizing in the 1830s and 1840s to secure rights like these. The nation continues to strive to achieve the ideals of liberty and equality promised by — but also limited by — these foundational texts. Participants in this LTAI program will discuss these themes when reading Ida B. Wells' *Crusade for Justice*, Allison Lange's *Picturing Political Power*, and the National Park Service's essay collection (*The 19th Amendment and Women's Access to the Vote Across America*). The following are some sample discussion questions that may be provided to help facilitate conversation in relation to these titles:

- Were men and women treated equally in the early United States? What rights did women have at the nation's founding?
- What were the expectations for women in early American society? How did these expectations vary depending on one's background (including class, race, religion, and ethnicity)?
- The right to vote was only one right that reformers advocated for. What other rights did reformers demand for women by the mid-19th century?

Voting Rights and Citizenship

We often think of voting as a basic right of citizenship, but suffragists proved that our Constitution does not guarantee voting rights. The Fourteenth Amendment, ratified in 1868, guarantees the rights of all citizens. Suffragists believed that citizenship rights included the ballot. However, in 1875, suffragist Virginia Minor brought a case to the Supreme Court, which declared that voting is not a citizenship right. The decision still stands. *Minor v. Happersett* laid the foundation for modern voting rights debates, from late nineteenth-century poll taxes and literacy tests to twenty-first century voting regulations. Readers will learn more about this through Elaine Weiss' *The Woman's Hour*, Allison Lange's *Picturing Political Power*, and the National Park Service's essay collection (*The 19th Amendment and Women's Access to the Vote Across America*). The following is a sample questions that may be provided to help facilitate conversations about these titles:

- Voting is not a right of all American citizens, so the government can pass laws that restrict who can cast a ballot. Who has the power to decide who can vote? What kinds of restrictions have been passed over time? What kinds of restrictions are being discussed today?

Inclusion/Exclusion

Suffrage history highlights the inclusiveness and exclusiveness of social movements in the past and provides a framework to examine current social movements. During the early decades of suffrage activism, reformers often allied with men and women of color. However, in 1870 the ratification of the Fifteenth Amendment, which removed race as a barrier to voting and effectively enfranchised black men, strained the broad coalition. Some suffragists supported the amendment, while others — like Stanton and Anthony — lobbied against it and drove away activists of color. Even when suffragists joined forces in 1890 as the National American Woman Suffrage Association, local and state organizations could and did exclude women of color. Women of color like Ida B. Wells and Mary Church Terrell founded their own organizations to fight for their communities. When the Nineteenth Amendment was ratified, leading suffragists like Alice Paul refused pleas by Terrell to address the literacy tests and violence that prevented women of color from voting. All of the LTAI book selections will provide readers with a framework for this theme, but especially Ida B. Wells' *Crusade for Justice* and Allison Lange's *Picturing Political Power*. Marge Piercy's novel, *Sex Wars*, will help participants gain a deeper understanding of the suffrage movement's racism and split over the Fifteenth Amendment. The following are sample questions that may be provided to help facilitate conversations about these titles:

- What were some of the main conflicts among women's voting rights activists? What did they agree on? What did they disagree on?
- Why did Black activists like Wells and Terrell decided to found their own organizations to advocate for women's voting rights?
- Black women's suffrage groups often had much broader reform platforms than those led by white women. What were their platforms? Why do you think their platforms were so different?

Aftermath of the Nineteenth Amendment

The ratification of the Nineteenth Amendment was a significant milestone for women's rights, but women continued to organize after its passage. Native American and Puerto Rican women had to win citizenship rights before they could cast a ballot. For decades after the amendment, poll taxes and

literacy tests in Southern states prevented many poor women from voting. Black women faced violence for registering to vote. LTAI will emphasize the continued efforts to create more equal society even after 1920. Several books will point to the legacies of the movement, especially the National Park Service's essay collection (*The 19th Amendment and Women's Access to the Vote Across America*). The following are sample discussion questions that may be provided to help facilitate conversations about these titles:

- Who could vote after the 19th Amendment's passage? Who could not vote?
- What barriers to voting did women face even after the ratification of the 19th Amendment?
- 1920 was not the end of women's activism in the United States. Over the past century, what reforms have women's rights activists advocated for?

Project Formats

In keeping with the LTAI series format, 25 libraries will be selected through a competitive application process to receive ten copies of each of the five titles in the series; a \$1,000 programming stipend; training in the LTAI model at a one-day virtual workshop; and access to a five-part facilitation e-course. As part of the application process, libraries will be required to identify a local scholar that they intend to partner with on the project. Libraries are well-equipped to develop local partnerships with scholars to carry out LTAI programming; their capacity to develop and maintain partnerships is evident from the success of the prior 42 LTAI initiatives. As an example, the last theme offered by ALA, *LTAI: Muslim Journeys*, provided grants to 124 libraries in 38 states. The grant recipients were required to host at least five reading and discussion programs using the theme's materials. The project evaluation found that the selected libraries went above and beyond the number of programs they were required to host. In total, the cohort offered 1,013 individual programs, which drew 27,842 attendees¹.

Based on the accomplishments of prior LTAI grantees, we will ask each of the 25 selected libraries to organize at least five programs within the grant programming period. Libraries will be required to host one program for each of the five books within the *LTAI: Women's Suffrage* theme. At each session, a local scholar will give an overview of the author's background, present the key ideas in the material, and discuss how the book relates to the theme and other relevant matters.

Participants will then gather in small groups with discussion leaders for 30 to 40 minutes. During the small-group discussions, the scholar will circulate through the room, spending time with each group before everyone reconvenes for a brief closing period of questions and comments. Libraries will assist the scholar in leading the discussions to ensure they remain on topic, using facilitation training gained through a five-part e-course.

While libraries will only be required to host five events, many libraries involved in past LTAI offerings have chosen to extend their LTAI programming by directing patrons to materials identified by the lead project scholars on a supplementary reading list and offering additional programs (e.g., panel discussions, children's storytimes, musical performances, and historical reenactments) that relate to the theme. Libraries have also been successful with modifications to the LTAI format determined by their local circumstances, goals, and patron needs.

¹ Bridging Cultures: Muslim Journeys Final Report. December 2015:
http://www.ala.org/tools/sites/ala.org.tools/files/content/MJ%20Report%20ONLINE%20version%20FINAL_update%20d12Apr2016-with%20appendix%20links.pdf

Selection of Libraries

Libraries are vibrant hubs of learning, discussion, and connection in communities of all types. Through book and media discussion programs they have the capacity to bring audiences together to experience diverse and excellent humanities programming. Libraries are eager for ready-made content that they can use to engage their communities. To tap into this appetite, ALA will launch a marketing campaign to promote both the project resources freely available on the website and the application opportunity to receive copies of the five books, programming stipend, and training.

Program implementation will take place in 25 libraries from December 2021 through June 2022. Beginning in June 2021, ALA will conduct a marketing campaign designed to alert librarians to the opportunity to apply for the project. During this time, the project and important dates will be announced, with additional targeted waves of promotion to follow as the application deadline approaches. The communications plan will include internal media (member, e-newsletters, e-blasts, electronic mailing lists, ALA Connect forum) and external-facing media such as publications (e.g., American Libraries print magazine², conference newsletters³), social media (Facebook⁴, Twitter⁵), digital and print advertising, and outreach to external/library media through press releases.

ALA staff, working in collaboration with the project evaluators, will develop an online application, available to prospective applicants from July 2021 through September 2021. Applicants will be required to submit a narrative describing their program plans, the name and affiliation of the local scholar they will be working with, local promotion and audience recruitment strategies, a schedule of discussion group meetings, and plans for supplemental library programming that ties into the women's suffrage theme. Resumes and letters of commitment will be required for all outside partners and local scholars.

Submitted applications will be peer reviewed by ALA members with experience conducting successful humanities programs, as well as the lead project scholars and project advisory committee. All reviewer scores will be submitted to ALA, and applicants will be notified of their award status in October 2021. Library programming will begin in December 2021.

Project Resources

The ALA Public Programs Office (PPO) promotes cultural and community programming as an essential part of library service. Through programming resources, model programs, grant opportunities, and professional development activities, PPO supports libraries of all types as they fill their role as community cultural centers and places of civic engagement and lifelong learning. ALA will provide the 25 successful library applicants with the following resources to support their programming efforts:

- **Books:** Working with its colleagues in the publishing industry, ALA will manage procurement and distribution of book collections. Each selected library will receive a set including 10 copies of each title and access to *The 19th Amendment and Women's Access to the Vote Across America*, a free digital collection of essays from the National Park Service. The provided books will be added to the libraries' collections to be circulated for the reading and discussion programs. All titles

² American Libraries distribution: 58,000

³ Est. conference newsletter distribution: 20,000 (Annual Conference), 8,000 (Midwinter Meeting)

⁴ ALA Facebook reach: 194,690

⁵ ALA Twitter reach: 184,366

provided to the libraries will come with supporting resources, including discussion questions developed by lead project scholars with input from the project advisory committee.

- **Programming guide:** Each selected library will receive access to an online programming guide. The programming guide will include resources to assist library workers in planning the humanities discussion series; open-ended discussion points to support in-depth conversation; a list of additional titles and films on women's suffrage; tips for setting program goals; best practices for working with a local scholar; ideas for recruiting community partners; instructions for facilitating discussion group meetings; guidance for how to promote the series; ideas for developing thematically related supplemental programs; budgeting instructions; and program evaluation templates. This programming guide will also be made freely available on the ALA website and promoted as a resource for all libraries to utilize when hosting a humanities discussion series about the women's suffrage movement.
- **Online promotions kit and supporting resources:** Each selected library will have access to a downloadable promotions kit including sample press releases, social media posts, and public service announcements for program promotion and supplemental fundraising; reporting forms; budgeting forms; and other materials. They will also have access to professionally designed, customizable, and downloadable resources such as promotional posters, brochures, and flyers. These materials are used by libraries and partner organizations to encourage local program participation. The promotional kit and support resources will also be made freely available on the ALA website and promoted as a free resource for libraries to utilize when hosting a humanities discussion series about the women's suffrage movement.
- **Programming stipend:** Each of the 25 selected libraries will receive a \$1,000 cash grant to cover costs associated with implementing the required five humanities discussion programs. Allowable expenses will include costs for program facilitation, local scholar honoraria, materials, supplies, supplemental programs, and promotion.
- **Virtual training:** In November 2021, ALA will host a virtual workshop for selected library project directors on Zoom. Presenters at the workshop will include lead project scholars and ALA PPO project staff. The workshop will incorporate the following:
 - Introduction to the project goals for engaging audiences in the humanities themes
 - Discussion of best practices for moderating discussion and convening a successful program series
 - Program promotion and publicity, including methods and materials, targeting special groups, and audience retention
 - Overview of the programming guide and other support materials for the project
 - Instructions for how to find local scholars, authors, artists, other content experts, and program partners
 - Overview of reporting and evaluation requirements

Library project directors will be required to submit a report on activities conducted during the project term. It will be due in July 2022 and must be submitted electronically to ALA for use in evaluating the success of *LTAI: Women's Suffrage*.

Project History

The LTAI model was first launched by ALA on a national level in 1982 with funding from NEH. It involved reading a common series of books selected by a nationally known scholar and discussing them in the context of a larger, overarching theme. Reading and discussion groups then explored the theme through the lens of the humanities, relating the readings to historical trends and events, other works of media (e.g. podcasts, films, etc.), and philosophical and ethical considerations. For nearly 40 years, this model has been adopted and adapted by hundreds of libraries across the country, reaching more than 4 million people around the United States.

To date, ALA has developed LTAI programs on a total of 42 themes that have been implemented in thousands of libraries across the country with support from the NEH, as well as private funders including the Fetzer Foundation and Nextbook. The program model has been implemented at the state level in many places including Idaho, Indiana, Connecticut, Maine, Michigan, North Carolina, Oklahoma, and South Carolina, with support from state humanities councils, state libraries, and centers for the book.

The overwhelming success of the LTAI model is rooted in the simple pleasure of reading a book and discussing it with others. The program lifts discussions to a more rewarding level by introducing critical essays on the books or readings and bringing a scholar into the discussion to help connect text, concepts, critique, and scholarship. All LTAI discussions are centered on specific humanities resources; are grounded in scholarship and thoughtful analysis; are guided by humanities scholars; encourage an environment of openness and respect; and uphold basic norms of civil discourse.

The quotes below from sites that hosted the last *LTAI* theme ALA offered illustrate the impact this model can have on the library and community:

"During the spring 2014 semester, Booth Library hosted its Let's Talk About It: Muslim Journeys series. In addition to the five scheduled book discussions, we had two film screenings, three panel presentations, and an opening ceremony to launch the programming series. ... Despite the cold weather, Eastern Illinois University faculty, staff, students, and members of the community showed up in strong numbers for the [kick-off] event, with 103 people in attendance. ... Working on the series has been a most rewarding experience. The opportunity afforded by NEH and ALA to bring Muslim Journeys to libraries has stimulated the sharing of valuable and timely dialog on this relevant contemporary issue. ... While the day-to-day operations of the library are necessary, important, and often gratifying, it is ventures like Muslim Journeys which help expand the evolving roles of libraries in ways that we remain important and meaningful."— Eastern Illinois University-Booth Library, Charleston, Illinois

"It was gratifying to see how receptive this community was to the programming and the whole idea of exploring the Muslim experience. The Muslim community in this area is very small so the larger community has very little exposure to the culture, traditions, and literature of the Muslim world or diaspora. Though our community is intellectually curious about most things, we weren't sure how this thematic focus would be received. We have found that they have embraced the opportunity to learn more about the experience of Muslims both in America and around the world." — Wilmette Public Library, Wilmette, Illinois

"The best part of the grant experience was the opportunity it provided for reaching beyond the libraries' walls to different parties — faculty, staff, students, local businesses — in an effort to really publicize the materials and find ways to create events for which they are useful resources. The grant provided

community-building focus, which allowed us to expand our own knowledge and that of the surrounding community — both university and town — of a subject about which there has been little to no programming up until this point.” — Virginia Tech, Blacksburg, Virginia

Audience, Marketing, and Promotion

Target Audience

During the grant application period of the project, ALA's target audience will be public and academic libraries. The primary audience of the programming that will be conducted by the 25 selected libraries and the *LTAI: Women's Suffrage* content will be adults. However, ideas for supplemental programs for a wider range of audiences will be provided within the programming guide. These programs may include ideas suitable for children, families, and teens.

Based on the most recent LTAI program attendance numbers, we estimate that the 25 selected libraries for this theme will be able to reach at least 3,500 participants in their programs. However, this estimate only considers the number of people libraries within the cohort will be able to reach. As the *LTAI: Women's Suffrage* program guide and support materials will be made freely available online for any library, this initiative has the capacity to reach a far greater number of people.

Marketing and Promotion

Marketing and promotion for this project will be carried out in two overlapping phases. The first phase will consist of the promotion of the *LTAI: Women's Suffrage* grant application period. ALA will develop a comprehensive plan drawing upon the Association's many well-established communication channels to reach ALA members and non-members. The project and important dates will be announced in June 2021, with additional targeted waves of promotion to follow as the grant application deadline approaches. The plan will include ALA member-focused media (member e-newsletters, e-blasts, electronic mailing lists, ALA Connect forum), and publications (e.g. American Libraries magazine), social media (Facebook, Twitter, Instagram), digital and print advertising, and outreach to external/library media through press releases. ALA will also draw upon mailing lists from previous LTAI projects.

The second phase will be harvesting/sharing LTAI success stories from individuals and libraries that have taken part in the project. ALA will encourage grantees to share their stories with the greater library field. through Q&As, case studies, and/or blogs published on ALA PPO's website, ProgrammingLibrarian.org. The stories will direct readers to available free online resources for hosting similar programs.

In addition to the marketing and promotion listed above, ALA will also provide a promotional kit to help libraries marketing their programming. The online kit will include designed posters, postcards, and bookmarks that libraries will be able to customize with the dates/times of the programs. Sample media materials will also be made available for sites to utilize as templates to help alert their local media and community groups about their participation in the initiative. This will include sample press releases, media alerts, public service announcements, and sample social media posts. The final aspect of the promotional kit will include logos for the *LTAI: Women's Suffrage* initiative and graphics that libraries can use on their websites. The materials offered in the promotional kit align with what libraries typically create in order to market their programming to the community. Depending on what works best for their communities, libraries may decide to perform additional promotional activities. In prior grant opportunities, libraries have elected to market their LTAI programs by featuring the initiative on

podcasts, local radio stations, creating YouTube videos, and working with various local organizations and schools to promote the library's programming at community events.

Evaluation of the Project's Impact

Independent evaluation of *LTAI: Women's Suffrage* will be conducted by Planning Implementation Evaluation (PIE), an outcomes-focused strategic planning and evaluation organization. For *LTAI: Women's Suffrage*, PIE will conduct a summative and formative mixed-method evaluation that utilizes interviews, document review, surveys, and observations to inspect the project. The result will be an in-depth summative and formative understanding of the project and its key components. PIE will also aggregate all the quantitative and qualitative evidences to produce both an interim and final report that will provide specific feedback about program impact and program improvements. The evaluation will seek to understand the impact and areas for improvement for three project areas:

1. The LTAI model of reading and discussion, facilitated by local scholars
2. The library project director training
3. Supplementary programming that libraries implement with the grant-awarded funds

For (1) the LTAI model, PIE will conduct interim and final interviews with key library staff, including local scholars, where possible. These interviews will identify key success stories and areas for improvement and provide a nuanced understanding of the program. PIE will create a retrospective post-test survey⁶ for the libraries to administer to program participants, which will ask participants about critical areas of knowledge, attitude, and behavior gain/change. PIE will also conduct local observation of the program in neighboring Midwestern states so the evaluation team can have a contextualized understanding of how the program operates, allowing for more meaningful summative and formative insights.

For (2) the library project director training, PIE will observe and be present at the LTAI training. The purpose of this observation is to gain an on-the-ground understanding in order to provide specific feedback for training improvements in the future. In addition, PIE will use this observation time to administer a survey to library staff, which will measure the short-term outcomes. PIE will follow up with the library staff towards the end of the program and conduct interviews to determine whether they were able to successfully implement what they learned from the training.

For (3) supplementary programming, PIE will work with ALA to identify which libraries are conducting supplementary programming and follow up with these sites during the interview process to understand the impact of these programs.

⁶ Retrospective surveys mitigate response shift bias (Howard & Daily, 1979), a well-documented phenomenon in which participants' pretest responses are often higher estimates than their actual ability because they have not yet been exposed to an intervention. Research shows that retrospective surveys are a valid way to measure interventions and mitigate response shift bias across multiple programs and contexts (Drennan & Hyde, 2008; Pratt, McGuigan & Katzev, 2000; Young, 2016; Shilts, Smith, Ontai, & Townsend, 2008; Chang & Little, 2018). Retrospective surveys mitigate response shift bias (Howard & Daily, 1979), a well-documented phenomenon in which participants' pretest responses are often higher estimates than their actual ability because they have not yet been exposed to an intervention. Research shows that retrospective surveys are a valid way to measure interventions and mitigate response shift bias across multiple programs and contexts (Drennan & Hyde, 2008; Pratt, McGuigan & Katzev, 2000; Young, 2016; Shilts, Smith, Ontai, & Townsend, 2008; Chang & Little, 2018).

Organizational Profile

ALA is a nonprofit educational membership organization of more than 58,000 librarians, library workers, libraries, library school students, educators, trustees, and institutions, with an annual operating budget of approximately \$50 million. The Association's mission is to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all. ALA has eight Key Action Areas that serve as guiding principles for directing the Association's energies and resources; these include Education and Lifelong Learning, Equitable Access to Information, and Library Services and Literacy.

Since its founding in 1876, ALA has encouraged and sponsored many humanities programs in libraries that engage the public in consideration of important ideas and issues. In 1992, ALA established its Public Programs Office (PPO) to promote cultural and community programming as an essential part of library service. PPO empowers libraries to create vibrant hubs of learning, conversation, and connection in communities of all types. Through professional development activities, programming resources, model programs, and grant opportunities, PPO supports libraries as they fill their role as community cultural centers, places of cultural and civic engagement where people of all backgrounds gather for reflection, discovery, participation, and growth. Since 1992, ALA PPO has attracted more than \$30 million in private and federal support for library programming, offered more than 60,000 grants to libraries and reaching tens of millions of library program attendees.

Project Team

The *LTAI: Women's Suffrage* project team includes the following individuals:

Melanie Welch, a project director in ALA PPO, will provide oversight of ALA project staff. Welch is a veteran nonprofit professional with experience in outcomes-based work at museums and environmental organizations and expertise in informal education, public programs, and community engagement and outreach. In her role with ALA PPO, she develops informal education programs and professional development opportunities for libraries and librarians of all types. She received a BS degree in environmental biology from Bradley University and a MS degree in biology from Northern Illinois University, and is a member of the Second Nature class of Catto Fellows at the Aspen Institute.

Samantha Oakley, program manager in ALA PPO, will lead general project direction, planning, implementation, and coordination with project partners. She will also work with the project's external evaluator to oversee the evaluation effort. Oakley is an experienced nonprofit professional with a background in social justice and project coordination. In PPO, she develops in-person and virtual professional development opportunities for libraries, manages independent evaluation of projects, and pursues potential projects and partners. Oakley received an MA in gender studies from Minnesota State University – Mankato and a BA in English from Western Illinois University. She is currently getting a Masters in Library and Information Science from the University of Wisconsin – Madison.

Sarah Ostman, communications manager in ALA PPO, will oversee promotions and outreach to the library community. Ostman has more than 15 years of experience in the fields of communications, journalism, and nonprofit fundraising/development. In her role with ALA, Sarah develops and executes communications strategies for PPO projects and serves as editor of the ALA website ProgrammingLibrarian.org. Previously, she worked as a freelance writer and marketing editor at

Northwestern University's McCormick School of Engineering. Ostman has an MA in journalism from Columbia College Chicago and a BA in sociology and theater from Smith College.

Brian Russell, program officer in ALA PPO, will be responsible for creating and maintaining the grant application in Foundant. During his tenure with ALA, Russell has provided support for a range of humanities-based projects including *Great Stories Club*, *Americans and the Holocaust: A Traveling Exhibition*, and *Changing America: A Traveling Exhibition*. He has a bachelor's degree in literature and anthropology from Loyola University Chicago.

B.B. Cooper-Browne, program coordinator in ALA PPO, will be support the 25 selected libraries and handle other administrative tasks, as needed. Browne is experienced in community outreach and engagement, special events planning, and copywriting. Prior to ALA, they worked as the manager of institutional connectivity at Chicago's Victory Gardens Theatre. They have a bachelor's degree in advertising/public relations and theatre fine arts from Loyola University Chicago.

All project staff are grant-funded employees. Their allotted time will be spent on this grant, with no conflict with ongoing duties.

Humanities Scholars and Consultants

Lead Project Scholars

The following individuals will serve as lead project scholars for *LTAI: Women's Suffrage*. They will work in collaboration with ALA staff and the project advisory committee to develop a thematic vision for the series; select reading materials for the five-part series; author an introductory essay designed to illuminate the readings in a thematic context; raise issues and larger questions for discussion and interpretation; and provide background for the texts, authors, and issues within the context of the theme. They will also attend the in-person training to facilitate model programs for the library project directors and be available to speak to local scholars about project content.

Allison K. Lange is an associate professor of history at the Wentworth Institute of Technology. She received her PhD in history from Brandeis University. Lange's book, *Picturing Political Power: Images in the Women's Suffrage Movement*, published in May 2020 by the University of Chicago Press. The book focuses on the ways that women's rights activists and their opponents used images to define gender and power during the suffrage movement. Various institutions have supported her work, including the National Endowment for the Humanities, Andrew W. Mellon Foundation, Library of Congress, and American Antiquarian Society. Lange has presented her work at conferences such as the American Historical Association, Organization of American Historians, and Berkshire Conference of Women Historians. Her writing has appeared in *Imprint*, *The Atlantic*, and *The Washington Post*. Lange also engages in public history. She has worked with the National Women's History Museum and curated exhibitions for the Boston Public Library's Leventhal Map Center. In preparation for the 2020 centennial of the Nineteenth Amendment, she is curating exhibitions at the Massachusetts Historical Society and Harvard's Schlesinger Library.

Melissa Bradshaw is a senior lecturer in the English department at Loyola University Chicago. Her research focuses on publicity, personality, and fandom in twentieth-century British and American literature. She has published extensively on the American poet Amy Lowell, co-editing a volume of her poems as well as a volume of scholarly essays about her. Her book, *Amy Lowell, Diva Poet* (Ashgate,

2011), won the 2011 MLA Book Prize for Independent Scholars. She has also published on Edith Sitwell, Edna St. Vincent Millay, and on celebrity culture more generally. She is currently working on a digital critical edition of Amy Lowell's collected letters, as well as a book on celebrity poets and ephemera, titled *Collected Women: Femininity, Iconicity, and Poetry's Public Archive*. She is an associate editor and book review editor for the journal *Feminist Modernist Studies*.

Project Advisory Committee

The project advisory committee will inform the initiative by providing feedback, input, and guidance on the creation of project deliverables. The committee will convene via an online meeting space throughout the planning phase of the project to review, refine, and approve all final versions of project materials. These will include the final thematic essays; annotated reading lists (core and supplementary); humanities discussion points for each of the five core titles and up to nine additional titles; the *LTAI: Women's Suffrage* programming guide; and proposal materials (guidelines, application form, and review criteria). The committee will also work collaboratively to establish final agendas for the library project director workshop. Members of the advisory committee will also convene quarterly or as needed via web conferencing for ongoing project advisory purposes.

The project advisory committee will consist of both library practitioners and humanities scholars who will be able to provide guidance on the humanities content of the developed materials as well as the materials usefulness to libraries. Pending NEH support, ALA has identified the following individuals as candidates to invite as project advisors:

Andrea Blackman coordinates Nashville Public Library's nationally recognized Civil Rights Room and Collection after years of teaching and consulting in both Florida and Tennessee. During her tenure, she has led 10 successful oral history projects and managed the expansion of the library's public programming. She serves on the board of directors for the Tennessee Immigrant and Refugee Rights Coalition (TIRRC) and the Tennessee Historical Records Advisory Board.

Judith Bergeron found her "outreach calling" in the Community Outreach and Education Program at the University of Texas M.D. Anderson Cancer Center after working nearly twenty years in the biological sciences. Now, as Smithville (TX) Public Library's director for eleven years, she has experience in coordinating and promoting community programs, including (but not limited to) Bookworms in the Park; National Endowment for the Arts Easy as ABC: Arts Bridging Community; NEH programming (such as Bridging Cultures and the Picturing America series); ALA programming (such as the American Dream Literacy Initiative, StoryCorps @ your library, and the Let's Talk About It series); and various community reading programs. Judy is especially qualified to participate in this project because of her skills in developing strong partnerships with many organizations that work in collaboration and cooperation to organize community events and programming. Her outreach also extends outward into the library community as she has represented small, rural libraries on state advisory boards and working panels, and has served as panelist and presenter at numerous professional association conferences.

Deirdre Cooper Owens is the Charles and Linda Wilson Professor in the History of Medicine and Director of the Humanities in Medicine program at the University of Nebraska-Lincoln. She is also an Organization of American Historians' (OAH) Distinguished Lecturer. A popular public speaker, she has published essays, book chapters, and blog pieces on a number of issues that concern African American experiences. Her first book, *Medical Bondage: Race, Gender and the Origins of American Gynecology*

(UGA Press, 2017) won the 2018 Darlene Clark Hine Book Award from the OAH as the best book written in African American women's and gender history. Professor Cooper Owens is also the director of the Program in African American History at the Library Company of Philadelphia, the country's oldest cultural institution. Currently, she is working on a second book project that examines mental illness during the era of United States slavery and is also writing a popular biography of Harriet Tubman that examines her through the lens of disability. She primarily teaches classes on the history of medicine.

Janie Hermann is a public programming librarian at the Princeton Public Library, where she oversees the 2,000-plus public programs put together by the amazing team she considers privileged to work with. Prior to this role, she was the technology training librarian at PPL, an academic librarian in upstate New York, and a middle school teacher. She currently co-chairs ALA's Programming Librarian Interest Group, was named a Mover & Shaker by Library Journal in 2007, and is a frequent speaker at conferences on the local, state, and national level.

Martha S. Jones is the Society of Black Alumni presidential professor and professor of history at The Johns Hopkins University in Baltimore, Maryland. She is a legal and cultural historian whose work examines how Black Americans have shaped the story of American democracy. Jones holds a PhD in history from Columbia University and a JD from the CUNY School of Law. She has been recognized as a public historian, frequently writing for broader audiences at outlets including the *Washington Post*, *The Atlantic*, *USA Today*, *Public Books*, *The Chronicle of Higher Education*, and *Time*. She has curated museum exhibitions including "Reframing the Color Line" and "Proclaiming Emancipation" in conjunction with the William L. Clements Library, and collaborated with the Smithsonian's National Portrait Gallery, the Charles Wright Museum of African American History, the Southern Poverty Law Center, PBS, Netflix, and Arte (France.)

Treva Lindsey is an associate professor in the Department of Women's Gender and Sexuality Studies at Ohio State University in Columbus. Lindsey specializes in African American women's history, Black popular and expressive culture, Black feminism(s), hip hop studies, critical race and gender theory, and sexual politics. Her first book is *Colored No More: Reinventing Black Womanhood in Washington D.C.* She has published in *The Journal of Pan-African Studies*, *Souls*, *African and Black Diaspora*, *the Journal of African American Studies*, *African American Review*, *The Journal of African American History*, *Meridians: Feminism, Race, Transnationalism*, *Urban Education*, *The Black Scholar*, *Feminist Studies*, *Signs*, and the edited collection, *Escape from New York: The New Negro Renaissance Beyond Harlem*. She was the inaugural Equity for Women and Girls of Color Fellow at Harvard University (2016-2017). She is currently working on her next book project tentatively titled, *Hear Our Screams: Black Women, Violence, and The Struggle for Justice*.

Amita Lonial is the assistant library director for Tacoma Public Library. She has worked in public libraries for nearly a decade focusing on programming and marketing. Prior to becoming a librarian she spent eight years in the nonprofit sector organizing for racial and economic justice. She is deeply committed to exploring how libraries can create racially just and equitable community through public programs and services. She currently serves on the PLA Board of Directors and PLA's Equity, Diversity, Inclusion and Social Justice (EDISJ) Taskforce.

Paula Moya is the Danily C. and Laura Louise Bell Professor of the Humanities and Professor of English at Stanford University. She was recently named the Burton J. and Deedee McMurtry University Fellow in Undergraduate Education and currently serves as the director of the Research Institute of Comparative

Studies in Race and Ethnicity. Moya's teaching and research focus on twentieth-century and early twenty-first-century literary studies, feminist theory, critical theory, narrative theory, American cultural studies, interdisciplinary approaches to race and ethnicity, and Chicanx and U.S. Latinx studies. Previously, Moya served as the director of the Program of Modern Thought and Literature, vice chair of the Department of English, and director of the Undergraduate Program of the Center for Comparative Studies in Race and Ethnicity.

Project Consultants – Evaluation

Amber Mason, Ph.D. is PIE's Director of Evaluation and a former high school math and Director of Research & Learning at the YCMA- Atlanta. She received her Ph.D. from Georgia State in Research Measurement and Statistics and has extensive experience in multi-site, educational evaluation work. She will be the main point of contact for this project and provide oversight of all meetings, research, and PIE personnel. Dr. Mason, in collaboration with Ms. Moore will be responsible for oversight of the implementation, data collection, and reporting activities included in this proposal.

Ceily Moore, M.Ed. is an evaluation coach at PIE and a former high school English teacher and nonprofit program manager. She is an expert in culturally responsive evaluation practices. She is a current doctoral student at University Illinois-Chicago's Educational Psychology program, with a focus on evaluation methodology. She provides evaluation coaching and data collection support for multiple PIE projects. Moore will lead the development of tools, literature review, data entry, analysis, and reporting. She will also travel to local programs to conduct observations and mini case studies. Moore will also travel to the national conference to meet with selected grantees to conduct a focus group and visit the grantee location closest to the national conference in order to record another mini case study.

Eleanor Titml, M.A. is a research associate at PIE and a Research Methodology doctoral student at Loyola University Chicago. She is a staunch advocate for using data to inform social justice and will be the lead data collector and administrative support for this project. Ms. Titml will be responsible for the development of tools, literature reviews, data entry, analysis, and reporting; her primary time will be spent conducting and analyzing interview data.

Work Plan

ALA will conduct the following scope of work during the project term:

Project Kick-Off and Planning: May 2021

The project team will kick off the initiative by meeting with evaluators, lead project scholars, and the program advisory committee to review scope of work, timeline, and next steps. During this time, the project team will also begin creating grant application materials and promoting the upcoming opportunity and design project resources.

Project Materials Development, Design and Publication: June – November 2021

Following the project kick-off, the project team will work with lead scholars to develop the program guide, introductory essay, discussion questions, and other support materials. Throughout the development process ALA will work with the project advisory committee to gather their feedback on the materials to ensure all resources are useful to libraries and will resonate with patrons After the initial development period, ALA will work with a graphic designer to design the finalized materials and create a

project logo. Once the materials are designed, all resources will be published on the ALA website and promoted to the field for use in their programming.

Grant Opportunity Application Period: July – September 2021

Starting in July, ALA will begin accepting grant applications from libraries to be part of the cohort of 25 libraries. During this period, B.B. Browne and Brian Russell will offer support to grant applicants, gather peer reviewer volunteers, and onboard volunteers to the application review process. Sarah Ostman will work to promote the grant opportunity to the field through ALA's various communication channels. Applications will close in September 2021.

Application Review and Selection: October 2021

In October 2021, peer reviewer volunteers will be assigned applications and provided with an application assessment rubric. Peer reviewers will provide their rankings of applications to ALA, who will then make final decisions on the 25 awarded libraries. B.B. Browne will notify applicants of their award status, and Sarah Ostman will create a press release announcing the selected grantees. Project evaluators will review the applications of the 25 selected sites and summarize the data to inform some of the content of the workshop.

Library Cohort Workshop and Grant Material Distribution: November 2021

ALA will distribute the stipends, books, program guide and other project materials to the 25 libraries selected for the grant. During November 2021, the project directors from each selected library will also participate in a virtual workshop with lead scholars and project staff. Evaluators will observe the virtual workshop and conduct interviews with library project directors.

Library Cohort Programming Period: December 2021 – June 2022

The 25 selected library sites will host their LTAI programs between December 2021 and June 2022. During this period, project staff will offer support to library sites by remaining available to answer questions or issues that arise with their program implementation. Stories will also be collected from libraries using the project materials to host programs for distribution through Programming Librarian as blog posts, program models, or webinars. Project evaluators will analyze the stories collected and conduct program observations.

Evaluation of Project Impact and Reporting: July – November 2022

Following the program implementation period for the 25 selected library sites, the project team will collect final reports on activities from grantees. During this time, evaluators will analyze the final reports, conduct interviews with the 25 selected sites and create a final report detailing the impact of the initiative. The project report will be published on the ALA website in October 2022 and shared with the library field through ProgrammingLibrarian.org.

Workplan

In support of the activities outlined in narrative, ALA will conduct the following scope of work during the project term:

Date	Activity	Responsible
May-21	Project Kick-Off Meeting to review project objectives, timeline and activities	M. Welch, S. Ostman, S. Oakley, B. Browne, B. Russell, PIE, Lead project scholars, and program advisory committee
May-21	Press release about project and the upcoming grant opportunity for libraries	S. Ostman
May-21	Design process interviews for library staff and program scholars, workshop questionnaires regarding outcomes and process, and post program questionnaire, application rubric	PIE
May-21	Creation of guidelines, FAQ and application for the grant to libraries begins	S. Oakley, B. Browne, B. Russell
Jun-21	Designer creates project logo	Designer TBD
Jun-21	Meeting with project scholars to discuss development of program guide; introductory essay creation; and creation of discussion questions	M. Welch, S. Oakley, B. Browne, Lead project scholars
June - August 2021	Drafting of program guide, introductory essay, and discussion questions	M. Welch, S. Ostman, S. Oakley, Lead project scholars
Jul-21	Promotion begins to the field about the grant opportunity for libraries	S. Ostman
Jul-21	ALA opens grant opportunity for libraries	B. Russell
Aug-21	Program guide, introductory essay and discussion questions sent to project advisory committee for review	S. Oakley, B. Browne
Sep-21	ALA selects peer reviewers for library grant applications	S. Oakley, B. Browne
Sep-21	Program guide, introductory essay and discussion questions finalized	M. Welch, S. Ostman, S. Oakley, Lead project scholars
Sep-21	ALA closes the grant opportunity for libraries	B. Russell
Oct-21	ALA assigns applications to peer reviewers for ranking, orients them to application assessment rubric	B. Russell, B. Browne, S. Oakley, Peer Reviewers
Oct-21	Program guide and promotional materials sent for design	S. Ostman
Oct-21	ALA reviews application rankings and makes final award decisions for 25 libraries and notify libraries of grants	M. Welch, S. Oakley, B. Browne

American Library Association
Let's Talk About It: Women's Suffrage

Oct-21	Designed program guide and promotional materials sent to ALA	Designer TBD
Oct-21	Summarize pre-data from applications of 25 chosen participants to inform some content of the workshop.	PIE
Nov-21	ALA distributes stipends to 25 libraries selected for award	B. Browne
Nov-21	ALA ships books to 25 selected libraries	B. Browne
Nov-21	Virtual copies of the program guide and LTAI materials are published on the ALA website	S. Ostman
Nov-21	Virtual workshop held for 25 selected libraries	M. Welch, S. Ostman, S. Oakley, B. Browne, lead project scholars
Nov-21	Observe workshop and conduct interviews with library project directors and administer questionnaire	PIE
December 2021 - June 2022	Libraries host LTAI programs for their communities	Libraries TBD
December 2021 - June 2022	Stories are collected from awarded libraries for distribution to wider field through Programming Librarian (blog posts, program models, webinars, etc.)	S. Ostman
December 2021 - June 2022	Document analysis of stories collected from awarded libraries (blog posts, program models, webinars, etc)	PIE
Mar-22	Interim Interviews with all 25 library project directors and observation of Midwest library sessions	PIE
Apr-22	Interim report summarizing pre-test data, observations and document analysis due to ALA	PIE
Jun-22	ALA emails final report deadline reminder to 25 library project directors	B. Browne
Jul-22	Library final reports due to ALA	Libraries TBD
Jul-22	Conduct final interview with all 25 libraries and administer online retrospective post-test survey	PIE
Aug-22	Aggregate library final reports, including post questionnaires	PIE
Sep-22	Project Evaluation Report due to ALA	PIE
Oct-22	Project Evaluation Report Published on Programming Librarian	S. Ostman, S. Oakley
Nov-22	ALA submits final report to NEH	S. Oakley

Resumes and Letters of Commitment

Project Team

Melanie Welch (project director, American Library Association Public Programs Office)

Samantha Oakley (program manager, American Library Association Public Programs Office)

Sarah Ostman (communications manager, American library Association Public Programs Office)

Brian Russell (program officer, American Library Association Public Programs Office)

B.B. Browne (program coordinator, American Library Association Public Programs Office)

Humanities Scholars

Allison K. Lange (associate professor of history, Wentworth Institute of Technology)

Melissa Bradshaw (senior lecturer in the English department, Loyola University Chicago)

Project Consultants

Amber Mason (evaluation director, PIE)

Ceily Moore (evaluation coach, PIE)

Eleanor Titml (research associate, PIE)

Experience

2015 – present, American Library Association

Project Director, Public Programs Office

Contribute to strategic direction to secure the long-term viability of library cultural programming initiatives in libraries throughout the United States. Leverage and manage relationships with established and prospective partner and granting agencies to create programs with financial and programmatic relevance and longevity. Develop, direct and evaluate new programs. Research, recommend and oversee new models and content for library cultural and community programming and librarian professional development offerings. Conduct long term planning and strategy for existing and future projects. Develop and manage program budgets. Represent organization externally to program participants and ALA members, foundations, donors, partners and other organizations.

2012 – 2015, Freshwater Future

Associate Director

Led the organization as part of a distributed leadership business model alongside the Executive Director and other Associate Directors. Oversaw management, planning and decision-making for Project Grants and Special Opportunity Grants programs, which provide funding to community-based organizations engaging in grassroots conservation activities and projects to protect aquatic environments in the Great Lakes region. Provided professional consulting services to grassroots and community-based organizations to increase their effectiveness and capacity. Oversaw, planned and implemented communications strategy, engaged in fundraising activities, strategic planning and led new initiatives for the organization. Represented organization externally to foundations, donors, partners and other organizations.

2011 – 2012, Conservation Alliance for Seafood Solutions

Network Coordinator and Advisor

Led a network of sixteen leading conservation organizations from the United States and Canada working to preserve the health of ocean and freshwater ecosystems and ensure a long-term seafood supply. Fostered collaboration and information sharing, managed relationships, built trust and resolved conflict. Ensured efficient and effective operations and processes. Built capacity of the network to enhance its collective power.

2010 – 2012, Aspen Institute, Washington, DC

Catto Fellowship for Environmental Leadership

Participated in four five-day seminars over a 24 month period, as one of 20 professionals selected globally from diverse fields to connect our work and skills to larger energy, environment and social concerns. Explored common values critical for a healthy and sustainable environment. Worked collaboratively on a group project of global environmental significance. Maintain connections to the group and other Aspen Institute Fellows as a member of the Aspen Global Leadership Network and participation in Aspen Action Forums.

2005 – 2011, John G. Shedd Aquarium, Chicago, IL

Senior Director, Great Lakes Conservation, 2009 – 2011

Director, Great Lakes Conservation, 2007 – 2009

Manager, Great Lakes Conservation, 2005 – 2007

Led Great Lakes conservation program for the organization. Managed and developed program staff, and led a team of key department leaders to fully integrate initiative throughout aquarium and to implement all aspects of the program. Represented Shedd's Great Lakes interests internally to other departments and to board members, and externally with partnering institutions, organizations, the media and community members. Strategically planned for the Great Lakes initiative and its direction, both programmatically and financially. Managed annual budgets greater than \$1.2 million and all files related to the program. Participated in various interdepartmental teams for comprehensive organizational planning, sustainable practices, exhibit development, public programs and events oversight.

2001 – 2005, John G. Shedd Aquarium, Chicago, IL

Manager of Community and Mentor Programs

Led Community and Mentor Programs for the Education Department, which included reaching underserved audiences in various Chicago neighborhoods and providing career exploration opportunities for teens. Managed, hired, trained and provided professional development opportunities for staff. Worked with staff to guide program development, and evaluated programs and guided revisions. Represented the department and institution internally and externally with partnering institutions, organizations and community members. Oversaw budgets and all related files.

1999 – 2001, Peggy Notebaert Nature Museum, Chicago, IL

Manager of Public Programs, 2000 – 2001

Coordinator of Interpretive Programs, 1999 – 2000

Worked with two other Coordinators to establish all educational programs for the then brand-new Peggy Notebaert Nature Museum. Later, led the group of Education Department staff responsible for programs such as the teen intern program, and fee-based programs for children, families and adults such as classes and lectures, summer camp, and Museums in the Parks programs. Managed program staff and guided program development. Created and oversaw all budgets and files.

1998 – 1999, Chicago Academy of Sciences (now Peggy Notebaert Nature Museum), Chicago, IL

Outreach Educator, Science on the Go

Provided science education programs for students, and professional development for teachers, at three public schools on Chicago's west side. Created a new biology curriculum for use in the outreach program.

Professional and Volunteer Affiliations

Aspen Global Leadership Network, 2012 – present; Healing Our Waters—Great Lakes Coalition, 2005 – 2011, 2012 – 2015; National Wildlife Federation, Member, Great Lakes Leaders Council, 2010 – 2013; Freshwater Future, Member, Strategic Planning Committee, 2010 – 2012; Great Lakes Commission, Observer, 2008 – 2011; Great Lakes United Board of Directors, Director and Chair of Nominations and Bylaws Committee, 2008 – 2010; Chicago Wilderness, Executive Council alternate, Member of Education and Communication Committee and Grants Review Committee, 2005 – 2010; AIDS Foundation of Chicago, Member, Junior Board, 2005 – 2006

Education

1998 Northern Illinois University, DeKalb, IL

- M.S., Biology
- Thesis: Offspring sex ratio in response to host size in the parasitoid wasp *Spalangia endius*.

1995 Bradley University, Peoria, IL

- B.S., Environmental Biology

Samantha A. Oakley

50 E Huron St. Chicago, IL 60611
soakley@ala.org
312-280-5287

EDUCATION

UNIVERSITY OF WISCONSIN – MADISON – MASTER OF ARTS, LIBRARY & INFORMATION STUDIES, 2022

- 4.0/4.0 GPA

MINNESOTA STATE UNIVERSITY – MANKATO – MASTER OF ARTS, GENDER STUDIES, 2012

- 3.9/4.0 GPA
- Women of Courage and Vision Award

WESTERN ILLINOIS UNIVERSITY – MACOMB – BACHELOR OF ARTS, ENGLISH, 2008

- 3.26/4.0 GPA
- Illinois Board of Higher Education Annual Artist Competition, Finalist

SKILLS

- | | | |
|----------------------|------------------------|------------------------|
| • Event Coordination | • Grant Administration | • Dreamweaver |
| • Drupal | • Webinar Facilitation | • Microsoft PowerPoint |
| • Microsoft Excel | • Project Management | • Communication |
| • Microsoft Word | • Lotus Notes | • Adobe Connect |
| • SharePoint | • Visio | • WordPress |

EXPERIENCE

PROGRAM MANAGER, AMERICAN LIBRARY ASSOCIATION

Public Programs Office

May 2020 – Present

- Researches and builds relationships with established/prospective partners and granting agencies.
- Create program proposals with financial and programmatic relevance and longevity.
- Researches and recommends new models and content for library programming and librarian professional development.
- Leads professional development and other key components of grant funded projects.
- Plans and implements evaluation across initiatives.

PROGRAM OFFICER, AMERICAN LIBRARY ASSOCIATION

Public Programs Office

April 2018 – May 2020

- Develop and deliver online learning opportunities for ProgrammingLibrarian.org.
- Research and identify funding opportunities for multiple grant supported projects.
- Manage all aspects of the independent evaluation for major initiatives.
- Extract findings from initiative evaluations to demonstrate implications/outcomes for the library field.
- Plan and oversee professional development workshops.

PROGRAM COORDINATOR, AMERICAN LIBRARY ASSOCIATION

Public Programs Office

February 2015 – April 2018

- Managed national grant awards and traveling exhibitions funded by NEH, Knight Foundation, National Library of Medicine, IMLS, and AARP.
- Researched and edited program model submissions for ProgrammingLibrarian.org.
- Processed, reviewed and organized applications for grant awards and traveling exhibitions.
- Coordinated and provided in-person support for regional grant meetings, conference sessions, and workshops.
- Assisted with the creation of grant proposal submissions to national funders.

Samantha A. Oakley

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EXPERIENCE, CONT.

LEAD ORGANIZATIONAL SUPPORT SPECIALIST, RANDSTAD

Future State of Technology

March 2014 – February 2015

- Wrote executive summaries and prepared presentations for program and executive sponsors.
- Drafted communications and white papers to be shared with project leadership and AVPs.
- Designed and maintained internal facing SharePoint site for the program and its projects.
- Utilized Microsoft Excel to create resource overviews, budget reports, and milestone maps.
- Developed organizational charts, workflows, timelines, and general visuals using Visio.
- Coordinated Future State of Technology's sessions for the annual IT Symposium.
- Created surveys, work package tracking site, GANT charts, and workspaces utilizing SharePoint.

ORGANIZATIONAL SUPPORT SPECIALIST, RANDSTAD

Existing Plus

September 2013 – March 2014

- Organized On-Boarding process and procedures for new associates.
- Facilitated weekly department showcases.
- Coordinated department-wide Off-Boarding effort after area was cut due to budget constrictions.
- Assisted leadership with project and area close down procedures.

ORGANIZATIONAL SUPPORT SPECIALIST, RANDSTAD

Software Engineering

January 2013 – September 2013

- Coordinated Statements of Work for six multi-year projects.
- Created and maintained department budget reports for projects and components.
- Designed PowerPoint presentations for departmental and project meetings.
- Assisted Statement of Work Leads and Project Managers in navigating the project process.

PRESENTATIONS

MEDIA LITERACY AT YOUR LIBRARY PRECONFERENCE, ALA ANNUAL CONFERENCE, WASHINGTON, DC

June 2019

- Presented on how libraries can use human center design techniques to develop media literacy programs and services for adults in their communities.

INTERNATIONAL SYMPOSIUM ON ONLINE JOURNALISM PRE-EVENT, AUSTIN, TEXAS

April 2018

- Presented on the findings of the ALA Public Programs Office's *Media Literacy @ Your Library* pilot as part of the "Knight Foundation Demo Day: Prototypes to Battle Misinformation and Build Trust" pre-symposium event.

MIDWEST FEMINIST CONFERENCE, UNIVERSITY OF IOWA, IOWA CITY

September 2011

- Presented on deconstructing harmful stereotypes and addressing issues such as racism, classism, sexism, and homophobia through developing a student run alternative publication centered on providing a creative outlet for student voices.

SARAH OSTMAN

(b) (6)

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SUMMARY OF SKILLS

Communications: Exceptional communicator with the utmost attention to detail and quality

Writing: Award-winning, deadline-oriented writer skilled in interviewing, research, writing, and editing

Production Management: Skilled organizer, comfortable managing designers, photographers, and printers

Media Relations: Former reporter with an eye for successful press releases and story pitches

Event Management & Fundraising: Successful fundraiser with a history of planning record-breaking events

MARKETING & DEVELOPMENT

American Library Association, Communications Manager-Public Programs, Chicago, IL, 2014-present

- Develop, execute, and provide strategic direction for communications of Public Programs Office (PPO) programs and services, including two phases of Libraries Transforming Communities initiative
- Promote grant opportunities, events, awards, and e-learning programs to library professionals
- Relaunched ProgrammingLibrarian.org, PPO's website providing library programming resources to the field; increased unique users from 5,000 to 20,000 per month
- Write press releases, web content, e-newsletters and conference-based presentations, and oversee editorial operations for Programming Librarian website
- Conceive, develop, and execute online learning opportunities for library professionals
- Report on PPO activities for ALA's executive board and programming committee

Northwestern University, McCormick School of Engineering, Department of Marketing and Communications, Editor/Writer (promoted from Content Specialist), Evanston, IL, 2011 – 2014

- Created print and electronic communications about McCormick and its research activities for media and various stakeholder groups, including alumni, prospective students, faculty, and funders
- Wrote and edited press releases, web news articles, print and digital newsletters, and admissions and fundraising materials, ensuring audience-appropriate tone and messaging
- Conceptualized, researched, and wrote articles for alumni magazine (distribution: 27,000)
- Oversaw production process for print newsletters and other publications
- Oversaw social media marketing and updated homepage with timely features and dynamic content

Chicago Architecture Foundation, Manager of Donor Relations and Events, Chicago, IL, 2005 – 2006

- Served as primary point of contact for major donors; identified, cultivated, and solicited annual gifts
- Planned and executed special events for relationship-building and gift-solicitation purposes
- Wrote donor appeals, press releases, web copy, and newsletter articles (distribution: 8,000)
- Managed full-time development associate
- Escorted 42 major donors on a nine-day architecture tour of Prague and Budapest

Steppenwolf Theatre Company, Development Associate (promoted from Campaign Assistant), Chicago, IL, 2002 – 2004

- Provided clerical support and customer service for theatre's development director
- Researched prospective donors and assisted in gift solicitation for \$21 million capital campaign
- Wrote articles and managed production of campaign newsletter (dist: 13,000)
- Assisted in event planning for major donor societies and volunteers

JOURNALISM

Freelance Writer, Chicago, IL, 2010 – 2014

- Articles have appeared in the *Chicago Sun-Times*, *Huffington Post*, *AustinTalks.org*, *Austin Weekly News*, the Humane Society's *Animal Sheltering* magazine, and other publications
- Produced grant-funded audio documentary about Cook County's prostitution court (see "Honors")

Chicago Sun-Times, Reporter/Blogger (graduate school internship), Chicago, IL, May – August 2010

- Produced daily content on tight deadlines about Gov. Rod Blagojevich's first corruption trial
- Posted live updates from the courthouse, as many as 14 per day, to the *Sun-Times*' "Blago Blog"
 - Blog praised as "excellent" by *Time* magazine White House correspondent Michael Scherer
 - Coverage earned the *Sun-Times* several awards for breaking news (see "Honors")
 - High readership caused the *Sun-Times* to set a new record for web page views in a single day
- Attended attorneys' and witnesses' press briefings and took photos for publication on blog

Lathrop/Manteca Sun Post, News Editor (promoted from Reporter), Manteca, CA, 2006 – 2008

- Oversaw production and managed writers and photographers for a weekly newspaper in California's Central Valley (distribution: 29,000)
- Managed a news reporter and freelance photographer
- Assigned stories, crafted headlines and teasers, and edited copy for adherence to AP Style
- Wrote articles covering city hall, schools, fire district, human interest pieces, and land development
- Took photos, collaborated with graphic designer, and assisted with page layout

EDUCATION

Columbia College Chicago, Chicago, IL, M.A. in journalism, 2010

Smith College, Northampton, MA, B.A. cum laude in sociology and theatre, 2002

Technical skills: Advanced knowledge of AP Style. Comfortable in Mac and Windows environments. Programs include Microsoft Office Suite; Adobe Photoshop; Cascade (content management); Extensis Portfolio (photo management); Adobe Premiere and Final Cut Pro (video editing); Audacity and GarageBand (audio editing); blogging tools, including Wordpress; Facebook, Twitter, and YouTube.

HONORS

- Finalist, Lisagor Award for election coverage with AustinTalks, Chicago Headline Club, 2011
- Community News Matters Local Reporting Award, Chicago Community Trust, 2011
- First Place in Breaking News for "Blagojevich: No Smoking Gun" with the Sun-Times, 2010 Illinois Associated Press Editors Association Editorial Awards
- First Place for Blagojevich coverage with the Sun-Times, 2010 Illinois Press Association Awards
- Finalist, 2010 Lisagor Award for "Blagojevich Verdict" with the Sun-Times, Chicago Headline Club
- Chicago Headline Club Summer Scholarship Recipient for internship at the Sun-Times, 2010
- John Fischetti Award, Columbia College Chicago, 2010
- Follett Fellow, Columbia College Chicago, 2009-10

Brian Russell

312.280.5298 | brussell@ala.org

EXPERIENCE

American Library Association, Chicago, IL

Program Officer, April 2020-Present

- Manage Foundant, PPO's grant management system. Create online applications, interim and final reports, and additional forms for all PPO grants.
- Answer internal and external questions about Foundant, including system management, pulling reports for funders and staff PPO staff, etc.
- Manage the migration of PPO's former projects—from multiple grants management systems—into this new system.
- Demonstrate Foundant to other units within ALA, as well as its functionality to project partners, for their own use of the system.

Program Coordinator, Public Programs Office (PPO), August 2013-Present

- Performed site report review for grant awardees: organized and processed grant applications, programming forms, and interim and final reports for projects that included literature based discussion programming, traveling exhibitions, and civic engagement programming.
- Collaborated with PPO Project Directors to coordinate workshops, meetings, and pre-conference and conference activities with organizations including StoryCorps, the FINRA Foundation and the National Endowment for the Humanities, within budget. Arranged all travel logistics for participants—contracting with hotels, travel agents, caterers, etc.
- Provided technical and logistical support to the PPO online classroom for monthly webinars. Duties included arranging dates with presenters, formatting presentation content, creating the online registration form, and troubleshooting for participants during webinars.
- Managed invoices, contracts, and payments for vendors, speakers, and grantees.

Program Assistant, Public Programs Office, January 2012-August 2013

- Helped coordinate logistics for PPO's 2013 ALA Annual Conference programs, events and pre-conferences, including LIVE! Stage Poetry Showcase, in which nationally known poets read from their work.
- Maintained timely phone and email correspondence with libraries and funders regarding programs—past and present—and current grant applications and guidelines, and still do so at this time.

Intern, Public Programs Office, April 2012-December 2012

- Wrote summaries of library's programs for reports to funders.
- Wrote copy for PPO's homepage, and blog articles and additional content for programminglibrarian.org, within deadline.

Lewis Library, Loyola University Chicago, Chicago, IL
Student Supervisor, July 2011-May 2012

- Opened and closed the library.
- Trained student workers about library procedures and protocol.
- Answered patrons' questions regarding library materials, digital and print.

Ethiopian Community Center of Chicago, Chicago, IL
Volunteer, January 2011-May 2012

- Cultural liaison to a refugee family from Nepal
- Aided in job searches and arranging medical appointments
- ESL tutor for all age groups

EDUCATION

Loyola University Chicago, Chicago, IL

- B.A. in English, B.A. in Anthropology, magna cum laude, May 2012
- Honors and Awards: Loyola University Chicago four-year renewable scholarship,
- Maumee Chamber of Commerce Scholarship, Dean's List: all semesters, Epsilon of Illinois Chapter of Lambda Alpha National Honor Society for Anthropology, The Father Joseph-Francois Lafitau, S.J. Society
- Cumulative GPA: 3.74

SKILLS

Computer skills: Adobe Connect, Blackboard, Drupal, iMIS, Informz, Microsoft Office Suite, Outlook, SharePoint, SYMPA, Zoom

B. B. Cooper Browne

Pronouns: (they/she)

Playwright and producer in Chicago, specializing in community outreach and engagement, special events planning, and copywriting.

Contact

(b) (6)

(b) (6)

Professional Experience

05/2020 - Present

American Library Association (Public Programs Office), Chicago, IL Program Coordinator

- Assist the Program Director in facilitating and maintaining partnerships to provide transformative grant opportunities to libraries.
- Build and manage grant application and evaluation processes through our granting system, Foundant.
- Update project website information and provide first-point-of-contact customer service for libraries interacting with ALA.
- Coordinate and provide tech for project-specific and Programming Librarian webinars that provide resource tools for librarians (via Zoom).

02/2018 — 05/2020

Victory Gardens Theater, Chicago, IL

Audience Development Manager, Manager of Institutional Connectivity

- Cultivate and maintain mutually beneficial relationships with nonprofit and grassroots organizations through collaborative partnerships.
- Manage partnerships as part of the Neighborhood Arts Collective in Chicago, a coalition of organizations on the North, South, and West sides of Chicago established to create more pathways for arts citizens, supported by the Joyce Foundation.
- Conceptualize and produce 10+ public programs throughout the year, including the annual two-day Black Beauty Festival.
- Track and maintain a budget of \$10,000 a year to book community leaders, authors, scholars, politicians, and artists for public programs.

02/2017 — Present

Black Lives, Black Words International Project, Chicago IL

Freelance Senior Producing Coordinator, Project List:

- **I Am...Fest BLBW Showcase** - lead producer and stage manager for a 10-minute play festival in partnership with Goodman Theatre, which included a 100 womxn performance of *The Interrogation of Sandra Bland* by Mojisola Adebayo (February 2019).
- **Loyola Women's Day 2018 Kickoff Event** - emcee and art curator for an event in celebration of the Women's Day Conference (March 2018).
- **The Our Chicago Project** - lead producer and playwright for a 10-minute play festival in partnership with Collaboraction Theatre as part of *Encounter: An Explorative Event* (January 2018).

Skills

Discussion Facilitation, Public Speaking, Event Planning, Copywriting (Digital & Print Marketing)

Technical Skills

Microsoft Word, Microsoft Excel, PowerPoint, Google Drive, Final Cut Pro, and Social Media (Facebook, Twitter, Instagram).

Education

Loyola University of Chicago, 2011 — 2015

- BA in Advertising/Public Relations (Magna Cum Laude)
- BA in Theatre Fine Arts (Magna Cum Laude)

Feminist Forum, Student Organization at LUC Co-head Chair/Founder of Loyola Women's Day (2015)

A two – day workshop series that had upwards of 200 attendees in its first year, involved over 24 presenters, and worked with a budget of \$7000.

B. B. Cooper Browne

Pronouns: (they/she)

Playwright and producer in Chicago, specializing in community outreach and engagement, special events planning, and copywriting.

Contact

(b) (6)

(b) (6)

Professional Experience

10/2015 — 07/2017

Goodman Theatre, Chicago, IL

Audience Development Associate

- Planned, produced, and marketed audience development and College Night events with an average of 200 guests per event.
- Developed and facilitated the College Ambassador Program, establishing relationships with the city's universities and providing mentorship opportunities to students.
- Developed and coordinated all marketing efforts for Accessibility programming at the theater.



July 22, 2020

Division of Public Programs
National Endowment for the Humanities
400 Seventh Street
Washington, DC 20506

RE: Let's Talk About It: Women's Suffrage Public Humanities Project grant proposal – Letter of Commitment

Dear Division of Public Programs:

I am writing to confirm my support for the American Library Association (ALA) in its proposal to the National Endowment for the Humanities (NEH) for a Public Humanities Project/Humanities Discussion grant for the implementation of *Let's Talk About It: Women's Suffrage*. I am an Associate Professor of History at the Wentworth Institute of Technology. My expertise is in imagery of the suffrage movement, and my book on the topic – *Picturing Political Power: Women's Suffrage in Images* – was recently published by the University of Chicago Press.

This letter confirms my commitment to serve in the role of a national project scholar during the implementation term (May 2021 – November 2022). In this role, I am committed to contributing to the creation of a librarian programming guide; co-authoring an introductory essay to illuminate the selected readings in a thematic context; develop questions related to the readings that spark in-depth discussion; provide background for selected texts, authors and issues within the context of women's suffrage; facilitate a model discussion program for library project directors in an orientation workshop; and contribute to the project via conference calls, emails and as needed to ensure success. I will also serve in a general advisory role during the full implementation term.

I look forward to being a part of the ALA's *Let's Talk About It: Women's Suffrage* initiative and urge the NEH to support this important project.

Sincerely,

Allison Lange

ALLISON K. LANGE

Department of Humanities and Social Sciences
Wentworth Institute of Technology
550 Huntington Avenue
Boston, MA 02115

langea@wit.edu
allisonklange.com
Office: 617-989-4817
Cell: (b) (6)

PROFESSIONAL APPOINTMENTS

April 2020-present	Associate Professor of History
August 2015 – April 2020	Assistant Professor of History Wentworth Institute of Technology, Boston, MA
February 2020-present	Historian, United States Congress, Women's Suffrage Centennial Commission
January 2018 – present	Guest Curator, "Seeing Citizens: Picturing American Women's Fight for the Vote," opening in 2020 at the Schlesinger Library on the History of Women in America, Harvard University, Cambridge, MA
July 2016 – September 2019	Guest Curator, "Can She Do It? Massachusetts Debates a Woman's Right to Vote," Massachusetts Historical Society, Boston, MA, open from April-September 2019
February 2017-November 2019	Curatorial and Research Assistant, "America Transformed: Mapping the Nineteenth Century," Boston Public Library's Norman B. Leventhal Map Center, Boston, MA, part one open from May-November 2019, part two open from November 2019-May 2020

EDUCATION

M.A. and Ph.D. in History, 2009 and 2014, Brandeis University, Waltham, MA

Dissertation: "Images of Change: Picturing Woman's Rights from American Independence through the Nineteenth Amendment"

- Committee: Jane Kamensky (Chair), David Engerman; Outside readers: Joshua Brown (The Graduate Center at the City University of New York) and Susan Ware (General Editor, American National Biography)

B.A. in History, 2007, The University of Georgia, Athens, GA

Phi Beta Kappa, With Highest Honors from the Honors Program, *summa cum laude*

Minors in Art History and French; Honors thesis: "Breaking out of the Box: Octagonal Houses in Mid-Nineteenth-Century America," advised by Stephen Mihm

SELECTED HONORS AND AWARDS

2020	Bistline Grant for faculty research, Wentworth
2019	Presidential EPIC (Externally collaborative, Project-based, Interdisciplinary, Culture) Grant, Wentworth, to host public suffrage centennial programs for Colleges of the Fenway
2018	The Center for Diversity & Social Justice's Faculty Excellence Award (selected by students), Wentworth
2017	National Endowment for the Humanities Summer Stipend Mudge Teacher Fellowship, Boston Athenaeum
2015	Tuition Scholarship, Digital Humanities Summer Institute, University of Victoria
2014	Provost Award, Brandeis University Graduate Student Travel Award, Society for Historians of the Early American Republic
2013	Andrew W. Mellon Foundation Dissertation Year Fellowship, Brandeis University Helen L. Bing Fellowship, Huntington Library Caroline and Erwin Swann Foundation for Caricature and Cartoon Fellowship, Library of Congress

SELECTED WRITINGS

-
- Picturing Political Power: Images in the Women's Suffrage Movement* (forthcoming in May 2020 from The University of Chicago Press), <https://www.press.uchicago.edu/ucp/books/book/chicago/P/bo50270913.html>
- "How Susan B. Anthony Became the Most Recognizable Suffragist," *The Suff Buffs* (US Congress's Women's Suffrage Centennial Commission's website), April 2020, <https://www.womensvote100.org/the-suff-buffs-blog/2020/4/21/how-susan-b-anthony-became-the-most-recognizable-suffragist>.
- "From Mannish Radicals to Feminist Heroes: Suffragists in Popular Culture" for the National Park Service's "Nineteenth Amendment Centennial Commemoration Project," online at <https://www.nps.gov/subjects/womenshistory/women-s-access-to-the-vote.htm>; hardcover entitled *Women Making History: The 19th Amendment*, forthcoming in 2020.
- "Picturing Tradition: Images of Martha Washington in Antebellum Politics," *Imprint* 37 (Autumn 2012): 22-39.

SELECTED PRESENTATIONS

-
- "The Visual Culture of the Woman Suffrage Movement," for the international conference "How Long Must Women Wait for Liberty? Woman Suffrage and Women's Citizenship in the Long History of the 19th Amendment," Université de Lille and Université Paris-Est Marne-la-Vallée in France (January 2020)
- "Picturing Political Power," for the Greenberg Steinhauser Forum in American Portraiture at the National Portrait Gallery in Washington, DC (April 2019)
- "Images in the US Woman Suffrage Movement," John F. Kennedy Presidential Library and Museum's American Studies Summer Institute: "Democracy and its Discontents: Interpreting Controversies over American Suffrage" in Boston, MA (July 2019)
- "Racism and Visual Culture in the American Woman Suffrage Movement," on the panel "Gender, Race, and the Power of Visual Culture," triennial meeting of the Berkshire Conference of Women Historians in Long Island, NY (June 2017)
- "Caring Mothers or Picketing New Women?: Competing Imagery in the Woman Suffrage Movement," on the panel "(Re)Circulating Womanhood: Feminism, Femininity and Fashion in Twentieth Century Print Culture," annual meeting of the Organization of American Historians in New Orleans, LA (April 2017)
- "A More Faithful Sketch': Politics, Gender, and Portraits of Mary Wollstonecraft," on the panel "Looking Beyond the Parlor: Emerging Perspectives on Gender, Race, and Appearance in the Early Republic," annual meeting of the Society for Historians of the Early American Republic in New Haven, CT (July 2016)
- "British Suffragists, Labor Activists, and the American Suffragists' Visual Campaign," at the conference "Forging Bonds across Borders: Transnational Mobilization for Women's Rights and Social Justice in the Nineteenth-Century Transatlantic World," hosted by the German Historical Institute in Washington, DC (April 2016)
- "A 'fine looking body of women': Woman Suffragists Develop Their Visual Campaign" for the Boston Seminar on the History of Women and Gender, hosted by the Massachusetts Historical Society and the Schlesinger Library in Boston, MA (December 2015)
- "Gendering Antebellum Politics through Caricature," on the panel "Visual Culture and Politics in Early American History," annual meeting of the Society for Historians of the Early American Republic in Philadelphia, PA (July 2014)

SELECTED DIGITAL AND PUBLIC HISTORY PROJECTS

-
- | | |
|----------------|--|
| 2017 - present | Curatorial and Research Assistant for the exhibition "American Transformed: Mapping the Nineteenth Century," on display 2019 – 2020 at the Norman B. Leventhal Map Center, Boston Public Library |
| 2018 | Member of the Scholar Committee, Augmented Reality Women's History Traveling Experience, National Women's History Museum, January – June 2018 |
| 2018 | Co-curator, "Buried Treasure: Antique Bottles from Wentworth's MpA Building Foundation," exhibit at the Schumann Library at Wentworth, January 2018 – July 2018 |



Department of English

Crown Center 4th Floor

Lake Shore Campus | 1032 W. Sheridan Road | Chicago, Illinois 60660

Phone 773.508.2240 | Fax 773.508.8696 | www.luc.edu/depts/english

August 10, 2020

Division of Public Programs
National Endowment for the Humanities
400 Seventh Street
Washington, DC 20506

RE: *Let's Talk About It: Women's Suffrage* Public Humanities Project grant proposal – Letter of Commitment

Dear Division of Public Programs:

I am writing to confirm my support for the American Library Association (ALA) in its proposal to the National Endowment for the Humanities (NEH) for a Public Humanities Project/Humanities Discussion grant for the implementation of *Let's Talk About It: Women's Suffrage*. I am a Senior Lecturer in the English Department at Loyola University Chicago, where I teach courses in women's literature. I have also taught courses in feminist history, including the suffrage movement, for the Women's and Gender Studies Program at DePaul University. My area of research expertise is in early twentieth century American literature, with a focus on the collective cultural memories that inform our understanding of powerful, public women. The debates surrounding women's suffrage are important to my research, as the women authors I work on were either active in the suffrage movement, or actively defined themselves against the movement; it is not possible to have been a cultural celebrity in the early twentieth century and not take a position on women's access to the vote.

This letter confirms my commitment to serve in the role of a national project scholar during the implementation term (May 2021 – November 2022). In this role, I am committed to contributing to the creation of a librarian programming guide; co-authoring an introductory essay to illuminate the selected readings in a thematic context; develop questions related to the readings that spark in-depth discussion; provide background for selected texts, authors and issues within the context of women's suffrage; facilitate a model discussion program for library project directors in an orientation workshop; and contributing to the project via conference calls, emails and as needed to ensure success. I will also serve in a general advisory role during the full implementation term.

I look forward to being a part of ALA's *Let's Talk About It: Women's Suffrage* initiative and urge the NEH to support this important project.

Sincerely,

Melissa Bradshaw

(b) (6)

mbradshaw@luc.edu

Academic Appointments

Senior Lecturer, with Associate Graduate Faculty Status, English Department, Loyola University
Chicago, 2010-present

Assistant Professor of Women's and Gender Studies, DePaul University, 2004 to 2010

Assistant Professor of Interdisciplinary Humanities, Barat College of DePaul University, 2002 to 2004

Postdoctoral Fellow, English Department, SUNY at Stony Brook, 2000-2002

Education:

Ph.D. in English, with a certificate in Women's Studies, State University of New York at Stony Brook,
August 2000.

M.A. in English, Brigham Young University, August 1994.

B.A. in English, Brigham Young University, August 1992

Grants and Awards:

Modernist Studies Association Scholarship for Digital Humanities Summer Institute, 2019

Loyola University Chicago, Office of Research Services Grant, Summer 2018

Newberry Library Short-Term Fellow, Summer 2018

Modernist Studies Association Travel Grant, 2018

NEH Summer Institute Scholar, "Making Modernism: Literature and Culture in Twentieth Century
Chicago, 1893-1955," Newberry Library, Chicago, IL, 2017

Public Voices Thought Leadership Fellow, Loyola University Chicago, The OpEd Project, Spring 2017

Modern Language Association Book Prize for Independent Scholars, 2011

DePaul Humanities Center Faculty Fellowship, 2007-2008

DePaul University Research Council Competitive Research Grant, 2007

DePaul University Faculty Research and Development Grant, College of Liberal Arts and Sciences,
Summer 2007

DePaul University Faculty Research and Development Grant, College of Liberal Arts and Sciences,
Summer 2005

NEMLA Summer Travel Grant, 1999, for research at the Houghton Library, Harvard University.

Publications

Books:

Amy Lowell: Diva Poet, Ashgate Press, December 2011. *Winner of the MLA Book Prize for Independent Scholars*

Editor, "*this need to dance / this need to kneel*": *Denise Levertov and the Poetics of Faith*, with Michael P. Murphy. Forthcoming from Wipf and Stock, 2019.

Editor, *Amy Lowell, American Modern: Critical Essays*, with Adrienne Munich. Rutgers University Press, March 2004. Contributors: Elizabeth Donaldson, Lillian Faderman, Margaret Homans, Jaime Hovey, Paul Lauter, Jane Marcus, Jayne Marek, Jean Radford, Bonnie Kime Scott, Andrew Thacker, and Mari Yoshihara.

Editor, *Selected Poems of Amy Lowell*, with Adrienne Munich. Rutgers University Press, November 2002.

Articles and Book Chapters:

"Fantasies of Belonging, Fears of Precarity." *Women Writers and Community: The Making of*

- Modernism*. Ed. Erica Delsandro and Julie Vandivere. Forthcoming from University Press of Florida, 2020.
- “Wheelpolitik: The Moral and Aesthetic Project of Edith Sitwell’s *Wheels*, 1916-1921.” *Women, Periodicals, and Print Culture in Britain, 1890s-1920s: the Modernist Period*. Ed. Faith Binckes and Carey Snyder. Edinburgh University Press, 2019.
- “The Apotheosis of Edith”: Artifice and Noblesse Oblige in Cecil Beaton’s Portraits of the Sitwell Siblings.” *The Many Facades of Edith Sitwell*. Ed. Allan Pero and Gyllian Phillips. University Press of Florida, 2017, 54-74.
- “Lady Macbeth Goes to Hollywood: Edith Sitwell’s 1950-1951 American Tour.” *Modernism/modernity*, Volume 23, No. 1, (January 2016), 23-27.
- “Edna St. Vincent Millay.” *A Companion to Modernist Poetry*. Ed. Gail McDonald and David E. Chinitz. Malden, MA: Wiley-Blackwell, June 2014.
- “Performing Greenwich Village Bohemianism.” *Cambridge Companion to the Literature of New York*. Ed. Cyrus R.K. Patell and Bryan Waterman. New York: Cambridge University Press, May 2010, 146-159.
- “Devouring the Diva: Martyrdom as Feminist Backlash in *The Rose*.” *Camera Obscura*, 67, Volume 23, No. 1 (Spring 2008), 69-87.
- “Remembering Amy Lowell: Embodiment, Obesity, and the Construction of a Persona.” *Amy Lowell, American Modern: Critical Essays*. Rutgers University Press. March, 2004.167-185.
- Introduction (with Adrienne Munich). *Amy Lowell, American Modern: Critical Essays*. Rutgers University Press. March, 2004, xi-xxvi.
- “‘Let us shout it lustily’: Amy Lowell’s Career in Context.” Introduction to *Selected Poems of Amy Lowell*. Rutgers University Press. November 2002, xxiii-xxvi.
- “Outselling the Modernisms of Men: Amy Lowell and the Art of Self-Commodification.” *Victorian Poetry*, Volume 38, No. 1 (Spring 2000), 141-169.

Encyclopedia and Anthology Entries

- “Revaluing America’s First Diva Poet, Amy Lowell.” *20th and 21st Centuries in American Literature*. Edited by Mary Pat Brady. *Gale Researcher*. Gale, 2017.
- “Amy Lowell,” *Oxford Bibliographies in American Literature*, eds. Jackson R. Bryer and Paul Lauter. New York: Oxford University Press, Spring 2014. (Peer-reviewed bibliographic article in academic database.)
- “Amy Lowell,” *Wadsworth/Thomson Anthology of American Literature, 1910-1945*, ed. Martha Cutter, Boston: Wadsworth, Thomson Learning, Inc., 2010. Wrote head note, selected and edited Lowell poems.
- “On ‘The Weather-Cock Points South,’” “On ‘Madonna of the Evening Flowers,’” “On ‘Opal,’” *Anthology of Modern American Poetry* website, ed. Cary Nelson. 2000. www.english.uiuc.edu/maps/poets/g_l/amylowell.
- “Amy Lowell,” *The Encyclopedia of American Poetry: The Twentieth Century*, ed. Eric Haralson, Chicago: Fitzroy Dearborn Publishers, 2001.

Media:

- Opinion Contributor, “The Misogyny of FX’s *Feud: Bette and Joan*, LA Review of Books (May 7, 2017), <https://blog.lareviewofbooks.org/essays/misogyny-fxs-feud-bette-joan/>
- Opinion Contributor, “We Don’t Need Another Diva,” Ms. Magazine Blog (February 6, 2017), <http://msmagazine.com/blog/2017/02/06/dont-need-another-diva/>



PLAN | IMPLEMENT | EVALUATE

September 4, 2020

Samantha Oakley
Program Officer
ALA Public Programs Office
225 N. Michigan
Chicago, IL 60601

Dear Ms. Oakley,

I am writing to express our commitment to act as the evaluation partner for the American Library Association's *Let's Talk About It* grant application.

Planning Implementation Evaluation Org (PIE) is a 501(c)(3) non-profit organization that provides high quality rigorous evaluation services to social service and educational programs of all sizes. PIE will provide the following services, consistent with the proposal submitted by ALA.

Date	Activity	Responsible
June 2021	Design Process Interviews for library staff and program scholars, PD questionnaires regarding outcomes and process, and Post Program Questionnaire for Kick off meeting	PIE, in collaboration with ALA
October 2021	Summarize pre data from applications of 25 chosen participants to inform some content of the workshop.	PIE
December 2021	Observe Workshop and conduct interviews and administer PD questionnaire	PIE
December 2021– July 2022	Document Analysis of stories collected from awarded libraries (blog posts, program models, webinars, etc)	PIE
February – March 2022	Interim Interviews/ focus groups with all 25 grantees and/or purpose sample	PIE
February- March 2022	Observations of Midwest library sessions in IL, MI, WI, IN	PIE
April 2022	Interim report summarizing pretest data, observations, and document analysis.	PIE
June- July 2022	Interviews/ focus groups with all 25 grantees and/or purpose sample; administer online retrospective posttest survey.	PIE
August 2022	Aggregate library final reports, including post questionnaires	PIE
September 2022	Project Evaluation Report due to ALA	PIE

We have submitted an inclusive budget of \$20,000 to get this work done, including staff time, evaluation materials, travel costs, and miscellaneous.

	Number of hours including meetings, computing, data tabulation, and data gathering costs March 2020- December 2021	TOTAL COSTS
Amber Mason	52	(b) (6)
Ceily Moore	230	(b) (6)
Eleanor Titml	255	(b) (6)
Travel	2 days 2 nights	\$2000
Miscellaneous	--	\$2,000
TOTAL		\$20,000

PIE is excited to support the ALA by working collaboratively to ensure our work is aligned to the stated goals of this program, especially efforts to track and report on outcomes. We look forward to this partnership.

Sincerely,



Jay Wade Ph.D.
Executive Director
PIE Org

Amber N. Mason, Ph.D.

(b) (6)

| Phone: (b) (6)

EDUCATION

Ph.D. Educational Policy Studies, Concentration: Research, Measurement and Statistics Georgia State University, May 2019

Dissertation: *It Takes a Village: Toward the Development of a Valid and Reliable Instrument for Measuring Family Engagement Using Q-Methodology*

M.S. Education, Quincy University, May 2011

B.A. Economics, Spelman College, May 2006

AREAS OF SPECIALIZATION

Program Evaluation, Quantitative Methodology, Qualitative Methodology, Mixed Methods, Family Engagement Research, Educational Measurement

CERTIFICATIONS

2018 Program Evaluation Post-Masters Certification

2016 Pre-K CLASS Observer Certificate

2009 Illinois Professional Educator License, Secondary Education, Mathematics

BOOK CHAPTERS

Bingham, G. E., & **Mason, A.** (2018). Contexts of African American children's early writing development: Considerations of parental education, parenting style, parental beliefs, and home literacy environments. In *Academic Socialization of Young Black and Latino Children* (pp. 61-89). Springer, Cham.

PEER-REVIEWED PUBLICATIONS

Esposito, J., Lee, T., Limes-Taylor Henderson, K., **Mason, A.**, Outler, A., Rodriguez Jackson, J., Washington, R., & Whitaker-Lea, L. (2017). Doctoral students' experiences with pedagogies of the home, pedagogies of love, and mentoring in the academy. *Educational Studies*, 53(2), 155177.

RESEARCH AND EVALUATION EXPERIENCE

Evaluation Director 2020-Present

Planning, Implementation, Evaluation (PIE) Org

- Oversee evaluation planning and management, which includes program theory, data collection, data analysis, and technological support for all PIE contracts
- Work with stakeholders to develop a comprehensive strategic evaluation plan that prioritizes evaluation activities to be completed during regular funding periods, including identification of key evaluation questions to guide inquiry
- Supervise all evaluation coaches and research associates, to ensure high quality completion of tasks

Director of Education Research and Engagement 2019-2020

YMCA of Metropolitan Atlanta

- Manage data systems for the department's program quality and child assessment systems (e.g., CLASS, Teaching Strategies GOLD, Work Sampling Online, Brigance, etc.)

- Liaise with signature program staff and organizational partners on early learning metrics and analysis, and uses data in real time to develop and execute aggressive improvement plans focused on early learning leadership, teacher PD, and child intervention
- Lead development of plans to improve data collection efforts for agency reporting requirements by monitoring, managing, and analyzing data on child demographics and coordinating data improvement process with managers in other departments

Research and Evaluation Consultant 2017-2019

Transformative Research and Evaluation

- Conduct research and evaluation activities designed to test the effectiveness of innovative approaches in promoting healthy behaviors among minority and/or disadvantaged youth at-risk for poor health and life outcomes due to childhood trauma.
- Mixed-methods data collection measuring intermediate and long-term impact on: (1) High Risk Behavior; (2) Exposure to Protective Factors; (3) Social-Emotional Learning; (4) Academic Achievement; and (5) Mobilization of Parents & Community.
- Writes program evaluation reports and presents findings to evaluation stakeholders.

Data Strategist 2018-2019

Urban Child Study Center, Georgia State University

- Key data liaison for a research alliance between Atlanta-area schools, Georgia State University, center-based early learning providers, and community organizations, focused on Atlanta's preschool to 3rd grade early childhood system.
- Developed Data Catalog, which served as a guiding document for data collection efforts.
- Manages data collection, processing logistics, and large-scale databases for YMCA Metro Atlanta Early Learning Partnership
- Writes program evaluation reports and presents findings to evaluation stakeholders

HONORS AND AWARDS

Thomas A. Hutcheson Higher Education Award, April 2018

Outstanding Research, Measurement & Statistics Doctoral Student Award, April 2016.

MEMBERSHIPS & PROFESSIONAL AFFILIATIONS

American Education Research Association, 2015 – Present

American Educational Studies Association, 2015 – Present

American Evaluation Association, 2015 – Present

Contact Information

Email

(b) (6)

Address

(b) (6)

Phone

(b) (6)

Education

MEd in Youth Development

University of Illinois at Chicago

May 2019

Bachelors in Health

Science

Howard University

May 2009

Certifications

Certified Scrum Master

January 2018

Florida Professional

Teaching Certificate

February 2016

Skills

Highly Organized
Training/Development
Time Management
Program/Project Planning
Youth-Adult Relationships
Culturally Responsive
Mentor/Counseling
Partnership Development
Detailed Oriented
Advocacy

Ceily Moore

Dedicated and experienced educator determined to improve in and out of school experiences for youth to ensure opportunities to thrive.

Experience

PIE Org

2019-current
Chicago, IL

• Evaluation Coach

- Design and implement evaluation plans for our partners and funders.
- Provide individual and group evaluation coaching and training to organizations to support the implementation of their evaluation plan.
- Assist organizations in developing data collection tools, logic models, automated reports, and protocols that ultimately increase capacity and support continuous evaluation.
- Collect and analyze qualitative and quantitative data.

Contractor

2017-current
Chicago, IL

• META 24 Program Manager

- Plan, direct, and coordinate events and programs for participants, staff, and community.
- Restructured policies regarding staff, participant involvement, and program requirements.
- Presented our model to potential partners and created guidelines for collaboration.

• Avanza Strategies Curriculum Development

- Create culturally responsive post-secondary curriculum for African-American, Latinx, and low-income youth.

• Albizu Campos Professional Development Facilitator

- Interview and meet with administration, staff, and students to determine professional development topics.
- Assist administration and staff in identifying the assets and need of the school.
- Develop and lead four half-day professional development sessions based on assets and needs identified. Topics were Culturally Responsive and Trauma-Informed Teaching Practices and Culture and Community Building.

Contact Information

Email

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Education

MEd in Youth Development

University of Illinois at Chicago

May 2019

Bachelors in Health

Science

Howard University

May 2009

Certifications

Certified Scrum Master

January 2018

Florida Professional

Teaching Certificate

February 2016

Skills

Highly Organized
Training/Development
Time Management
Project Planning
Youth-Adult Relationships
Culturally Responsive
Mentor/Counseling
Partnership Development
Detailed Oriented
Advocacy

Gary Comer Youth Center

2018
Chicago, IL

• Upward Bound and College Preparation Coordinator

- Plan and supervise after school academic supports and events/trips,
- Interview and select Upward Bound participants and instructors.
- Execute college and cultural exploration trips.
- Plan and implement two weeklong college exploration trips.
- Manage compliance with all federal guidelines and collect and maintain participant files.
- Lead partnership development with target schools and TRIO programs.
- Assist in managing the Upward Bound budget

University of Chicago Impact

2016-2017
Chicago, IL

• Project Manager

- Plan and coordinate meetings, events, trainings, outreach activities and manage special project initiatives for our team and our partnerships (Chicago Public Library, Chicago Public Schools, and YMCA)
- Conduct research, compile data and develop research reports.
- Lead 6to16 content coordination between the University of Chicago Impact website and 6to16 content management site.
- Support Success Coordinators and clients with content management site, particularly with individual teacher and student log-ins, and managing updated content within the site.

LEARN Charter School Network

2013-2016
Chicago, IL

• Elementary Teacher (Primarily Math and Science)

- Plan and execute lessons directly correlated to the Common Core Standards (Math) and Next Generation Science Standards (Science).
- Differentiate instruction based on scholars' academic and behavioral abilities and needs.
- Created and presented staff with school-wide behavioral programs, interventions, and incentive programs with Culture team which increased attendance and decreased suspensions.
- Organized school-wide tutoring program.
- Created the academic, behavioral, and attendance guidelines for Summer School.
- Implemented strategies to support scholars whose academic and/or behavioral needs were not being met in the classroom with the RTI
- Worked with Everyday Math specialists to plan math initiatives and goals, create professional developments for teachers, and problem-solve

St. Margaret of Scotland Elementary School

2011-2013
Chicago, IL

District of Columbia Public Schools

2009-2011
Washington, DC



ELEANOR N. TITIML

Doctoral Student | Researcher

SKILLS

- Qualitative Research
- Quantitative Research
- Literature Reviews
- Logic Models
- College/Post Secondary Counseling
- Academic Planning
- Career Advising
- Academic Intervention
- Microsoft Office Suite
- REMARK Software
- Business Administration

AWARDS

Gates Millenium Scholarship
August 2012 - June 2018

Palau Fellowship Award
August 2018

Southwestern Gold Award
August 2015

Creighton University Dean's List
December 2015

VOLUNTEER

Creighton Student Support Services
Mentor

Cleveland Catholic Worker
Volunteer

Gates Millenium Scholarship
Ambassador

InCommon Community Development
Student Volunteer

EDUCATION

Ph.D, Research Methodology

Loyola University Chicago | Aug 2019 - Present

M.Ed, Cultural and Educational Policy Studies

Loyola University Chicago | Aug 2016 - Dec 2017

BSBA, Management - Human Resources

Creighton University | Aug 2012 - May 2016

WORK EXPERIENCE

Research Associate

Planning Implementation Evaluation Org. | Oct 2017 - Present

- Enter, code, merge and review survey data
- Assist in analyzing quantitative and qualitative data
- Support project progress by producing literature reviews, logic models, and other supporting documents requested by evaluation coaches
- Facilitate student consent process of comprehensive literacy program
- Conduct classroom observations and teacher/school staff debriefing interviews
- Contribute to professional development presentations during staff meetings
- Serve as administrative and organizational support, meeting clients when called upon

Graduate Assistant

Loyola University Chicago | Aug 2019 - Present

- Assist assigned professor with research
- Participate in research meetings
- Facilitate data collection for ongoing projects
- Code data needed for analysis
- Perform qualitative analysis
- Support preparations and writing for conference presentations

MEMBERSHIPS

American Evaluation Association

Sigma Lambda Gamma National Sorority
Incorporated

LANGUAGES

English

Palauan

REFERENCES

Tania Rempert, Ph.D
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American (APIA) Scholarship Fund

Sinton Soalablai
Minister, Palau Ministry of Education
ssoalablai@palaumoe.net

Havilah Darnieder
Coach, GEAR UP Chicago Alliance
hdarnieder@cps.edu

CONTACT INFORMATION

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Research and Evaluation Specialist

Palau Ministry of Education | Aug 2018 - Aug 2019

- Assisted in reviewing the ministry's Management Action Plan (MAP)
- Produced a mid-year report on MAP progress
- Collaborated with bureau directors and chiefs to set internal monitoring and reporting frameworks
- Conducted research and create literature reviews to support policy implementation
- Supported ministry-wide data collection and analysis
- Produced administrative reports
- Advised counselors regarding post-secondary and college programming

Enumerator

Evaluation Technology for Development | May 2019 - June 2019

- Participated in a 3-week fast-paced, rigorous survey project regarding maternal health
- Administered surveys in eight states
- Managed individual case load of nearly 25 responders per week
- Traveled to households, including weekends and evenings
- Documented status of particular cases and assigned disposition codes
- Communicated with supervisor to report on progress on assignments, set goals, and discuss strategies on approaching difficult cases

Student Advocate

GEAR UP Chicago Alliance | Oct 2016 - Feb 2018

- Oversaw student support services centered on 9th and 10th graders in Senn High School
- Managed case loads of students in need of additional academic support
- Collaborated with school administration to coordinate strategic support for students
- Assisted program coordinators with data collection needed to uphold GEAR UP grant requirements
- Facilitated college-prep workshops
- Communicated with parents regarding GEAR UP programs and activities
- Hosted and managed an after-school writing program with students

Resident Advisor

Creighton University Residence Life | Aug 2014 - May 2016

- Created and actively participated in meaningful relationships with 50 freshmen and sophomore women
- Advised and counseled students in a living-learning community
- Fostered individual, holistic development through intentional programming
- Mediated conflict among residents and provide conscious attention to student needs
- Performed on-call duty on a rotating basis for resident halls, serving as first-response university official

Salesperson

Southwestern Advantage | May 2015 - Aug 2015

- Owned and ran a business while ascertaining financial management and presentation skills
- Executed all ordering, inventory, accounting, sales, scheduling, presentation, and delivery of product
- Generated personal retail sales of nearly \$11,000 in 11 weeks while forming relationships with 80 new clients
- Prospected over 2,500 families from different socio-economic backgrounds
- Relocated to upstate New York
- Exemplified skills to qualify as a returning student manager

Bibliography

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- Gilmore, Glenda Elizabeth. *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896 – 1920*. Chapel Hill: University of North Carolina Press, 1996.
- Ginzberg, Lori D. *Elizabeth Cady Stanton: An American Life*. New York: Hill and Wang, 2009.
- . *Untidy Origins: A Story of Woman's Rights in Antebellum New York*. Chapel Hill: University of North Carolina Press, 2005.
- Goodier, Susan. *No Votes for Women: The New York State Anti-Suffrage Movement*. Urbana: University of Illinois Press, 2012.
- Green, Elna. *Southern Strategies: Southern Women and the Woman Suffrage Question*. Chapel Hill: University of North Carolina Press, 1997.
- Haulman, Kate. *The Politics of Fashion in Eighteenth-Century America*. Chapel Hill: University of North Carolina Press, 2011.
- Johnson, Joan Marie. *Funding Feminism: Monied Women, Philanthropy, and the Women's Movement, 1870 – 1967*. Chapel Hill: The University of North Carolina Press, 2017.
- Jones, Martha S. *All Bound Up Together: The Woman Question in African American Public Culture, 1830 – 1900*. Chapel Hill: University of North Carolina Press, 2007.
- Kelly, Catherine. *Republic of Taste Art, Politics, and Everyday Life in Early America*. Philadelphia: University of Pennsylvania Press, 2016.
- Keyssar, Alexander. *The Right to Vote: The Contested History of Democracy in the United States*. New York: Basic Books, 2009.
- Lange, Allison K. *Picturing Political Power: Women's Suffrage in Images*. Chicago: The University of Chicago Press, 2020.
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- Lindsey, Treva B. *Colored No More: Reinventing Black Womanhood in Washington, D.C.* Urbana: University of Illinois Press, 2017.
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- McMillen, Sally G. *Lucy Stone: An Unapologetic Life.* New York: Oxford University Press, 2014.
- Mead, Rebecca. *How the Vote Was Won: Woman Suffrage in the Western United States 1868 – 1914.* New York: New York University Press, 2004.
- Neuman, Johanna. *Gilded Suffragists: The New York Socialites Who Fought for Women's Right to Vote.* New York: Washington Mews Books, an imprint of New York University Press, 2017.
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- Ross-Nazzari, Jennifer M. *Winning the West for Women: The Life of Suffragist Emma Smith DeVoe.* Seattle: University of Washington Press, 2014.
- Sharer, Wendy B. *Vote and Voice: Women's Organizations and Political Literacy, 1915 – 1930.* Carbondale: Southern Illinois University Press, 2004.
- Stillion Southard, Belinda A. *Militant Citizenship: Rhetorical Strategies of the National Woman's Party, 1913 – 1920.* College Station: Texas A&M University Press, 2011.
- Sneider, Allison. *Suffragists in an Imperial Age: U.S. Expansion and the Woman Question 1870 – 1929.* New York: Oxford University Press, 2008.
- Terborg-Penn, Rosalyn. *African American Women in the Struggle for the Vote, 1850-1920.* Bloomington, Indiana University Press, 1998.
- Tetrault, Lisa. *Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898.* Chapel Hill: University of North Carolina Press, 2014.
- Ware, Susan. *Why They Marched: Untold Stories of the Women Who Fought for the Right to Vote.* Cambridge, Massachusetts: Belknap Press: An Imprint of Harvard University Press, 2019.
- Wheeler, Marjorie Spruill. *Votes for Women!: The Woman Suffrage Movement in Tennessee, the South, and the Nation.* Knoxville: University of Tennessee Press, 1995.
- Wolbrecht, Christina and J Kevin Corder. *A Century of Votes for Women: American Elections Since Suffrage.* Cambridge: Cambridge University Press, 2019.
- Zagarri, Rosemarie. *Revolutionary Backlash: Women and Politics in the Early American Republic.* Philadelphia: University of Pennsylvania Press, 2007.

Project Walkthrough

Introduction

Let's Talk About It: Women's Suffrage is a national initiative for libraries utilizing the widely successful *Let's Talk About It (LTAI)* model to engage communities in critical reflection and discussion on the women's suffrage movement. The LTAI model uses the simple pleasure of reading a book to draw people together to discuss a specific theme through the lens of the humanities. *LTAI: Women's Suffrage* comprises a series of five books selected by the project's lead scholars, Allison K. Lange (history department, Wentworth Institute of Technology) and Melissa Bradshaw (English department, Loyola University Chicago). This project capitalizes on the American Library Association's (ALA) long and successful history of providing support and resources for libraries to engage in scholar-led reading and discussion programs.

Through a competitive application process, ALA will select 25 libraries from across the United States to participate in the program. Each library will receive a \$1,000 programming stipend; 10 copies of four of the books selected for the theme; access to the free digital collection of essays from the National Parks Service used as the fifth book in the theme; and training in the LTAI model at a one-day virtual workshop for library project directors. Sites will also receive access to a suite of virtual programming resources that will be made freely available for any library seeking to implement a reading and discussion series on women's suffrage in their community.

LTAI: Women's Suffrage Theme Materials

The suite of virtual programming resources will include a programming guide with open-ended discussion points to support in-depth conversation; an annotated list of additional titles and films on women's suffrage; tips for setting program goals; best practices for working with a local scholar; ideas for recruiting community partners; instructions for facilitating discussion group meetings; guidance for how to promote the series; ideas for developing thematically related supplemental programs; budgeting instructions; program evaluation templates; and a downloadable promotional kit with sample press releases, social media posts, and marketing material templates (e.g. posters, flyers, brochures).

Starting in May 2021, ALA project staff and lead project scholars will create the suite of virtual programming resources mentioned above. The lead project scholars will be key in helping to create an introductory essay designed for the theme; open-ended discussion points to support in-depth conversation; and an annotated reading list of supplementary titles and films on the women's suffrage movement. All theme materials will be created with input and feedback from the project advisory committee and work to illuminate the selected readings within a thematic context. All materials for the project will be created with the feedback, input and guidance of a project advisory committee.

Start in June 2021, ALA project staff will also be working with project evaluators to create the training observation protocol, the retrospective post-test survey for library project directors to distribute to their program participants and questions for key staff interviews that will be conducted to measure project impact.

All materials for the project will be created with the feedback, input and guidance of a project advisory committee. The committee will be comprised of eight advisors consisting humanities scholars, library workers and programming librarians with experience hosting prior *Let's Talk About It* themes. Pending support from the National Endowment for the Humanities, Andrea Blackman (Nashville Public Library); Judith Bergeron (Smithville Public Library); Deidre Cooper Owens (University of Nebraska-Lincoln); Janie Hermann (Princeton Public Library); Martha S. Jones (John Hopkins University); Treva Lindsey (Ohio State University); Amita Lonial (Tacoma Public Library); and Paula Moya (Stanford University) will be invited to participate as advisors for the project.

LTAI: Women's Suffrage Selected Readings

The five readings selected for the *LTAI: Women's Suffrage* theme by the lead project scholars and will be provided to the 25 selected libraries include:

***Picturing Political Power: Images in the Women's Suffrage Movement* by Allison K. Lange**
University of Chicago Press Description

"For as long as women have battled for equitable political representation in America, those battles have been defined by images—whether illustrations, engravings, photographs, or colorful chromolithograph posters. Some of these pictures have been flattering, many have been condescending, and others downright incendiary. They have drawn upon prevailing cultural ideas of women's perceived roles and abilities and often have been circulated with pointedly political objectives.

Picturing Political Power offers perhaps the most comprehensive analysis yet of the connection between images, gender, and power. In this examination of the fights that led to the ratification of the Nineteenth Amendment in 1920, Allison K. Lange explores how suffragists pioneered one of the first extensive visual campaigns in modern American history. She shows how pictures, from early engravings and photographs to colorful posters, proved central to suffragists' efforts to change expectations for women, fighting back against the accepted norms of their times. In seeking to transform notions of womanhood and win the right to vote, white suffragists emphasized the compatibility of voting and motherhood, while Sojourner Truth and other leading suffragists of color employed pictures to secure respect and authority. *Picturing Political Power* demonstrates the centrality of visual politics to American women's campaigns throughout the nineteenth and early twentieth centuries, revealing the power of images to change history."

***Sex Wars: A Novel of Gilded Age New York* by Marge Piercy**
Harper Collins Publishers Description

"Post-Civil War New York City is the battleground of the American dream. In this era of free love, emerging rights of women, and brutal sexual repression, Freydeh, a spirited young Jewish immigrant, toils at different jobs to earn passage to America for her family. Learning that her younger sister is adrift somewhere in the city, she begins a determined search that carries her from tenement to brothel to prison—as her story interweaves with those of some of the epoch's most notorious figures: Elizabeth Cady Stanton; Susan B. Anthony; sexual freedom activist Victoria Woodhull, the first woman to run for president; and Anthony Comstock, founder of the Society for the Suppression of Vice, whose censorship laws are still on the books.

In the tradition of her bestselling World War II epic *Gone to Soldiers*, Marge Piercy once again re-creates a turbulent period in American history and explores changing attitudes in a land of sacrifice, suffering, promise, and reward."

***Crusade for Justice: The Autobiography of Ida B. Wells* by Ida B. Wells**

University of Chicago Press Books Description

"She fought a lonely and almost single-handed fight, with the single-mindedness of a crusader, long before men or women of any race entered the arena; and the measure of success she achieved goes far beyond the credit she has been given in the history of the country." —Alfreda M. Duster

Ida B. Wells is an American icon of truth telling. Born to slaves, she was a pioneer of investigative journalism, a crusader against lynching, and a tireless advocate for suffrage, both for women and for African Americans. She co-founded the NAACP, started the Alpha Suffrage Club in Chicago, and was a leader in the early civil rights movement, working alongside W. E. B. Du Bois, Madam C. J. Walker, Mary Church Terrell, Frederick Douglass, and Susan B. Anthony.

This engaging memoir, originally published 1970, relates Wells' private life as a mother as well as her public activities as a teacher, lecturer, and journalist in her fight for equality and justice. This updated edition includes a new foreword by Eve L. Ewing, new images, and a new afterword by Ida B. Wells' great-granddaughter, Michelle Duster."

***The Woman's Hour: The Great Fight to Win the Vote* by Elaine Weiss**

Penguin Books Description

"Nashville, August 1920. Thirty-five states have ratified the Nineteenth Amendment, twelve have rejected or refused to vote, and one last state is needed. It all comes down to Tennessee, the moment of truth for the suffragists, after a seven-decade crusade. The opposing forces include politicians with careers at stake, liquor companies, railroad magnates, and a lot of racists who don't want black women voting. And then there are the "Antis"--women who oppose their own enfranchisement, fearing suffrage will bring about the moral collapse of the nation. They all converge in a boiling hot summer for a vicious face-off replete with dirty tricks, betrayals and bribes, bigotry, Jack Daniel's, and the Bible. Following a handful of remarkable women who led their respective forces into battle, along with appearances by Woodrow Wilson, Warren Harding, Frederick Douglass, and Eleanor Roosevelt, *The Woman's Hour* is an inspiring story of activists winning their own freedom in one of the last campaigns forged in the shadow of the Civil War, and the beginning of the great twentieth-century battles for civil rights."

***The 19th Amendment and Women's Access to the Vote Across America* by the National Park Service**

National Park Service Description

"The Nineteenth Amendment to the US Constitution barred states from excluding women from the ballot based solely on the basis of their sex. Signed into law on August 26, 1920, the passage of the Nineteenth Amendment was the result of decades of work by tens of thousands across the country who worked for change. Not everyone followed the same path in fighting for women's equal access to the vote, and the history of the Nineteenth Amendment is fraught with competing agendas and betrayals. But it is also the story of cooperation and alliances across movements and across the United States and globally.

Well before the Nineteenth Amendment was passed, women could vote in state and local elections in some US states and territories, especially in the West. After it became law, many women across the US were still excluded from voting because they were not citizens or because of state restrictions on certain populations voting.

This essay series was commissioned by the National Conference of State Historic Preservation Officers and the National Park Service in recognition of the centennial of the passage of the Nineteenth Amendment to the US Constitution. Focusing on the Nineteenth Amendment, the series examines the history of woman suffrage across the United States, including early adopters, international influences, anti-suffragists, depiction in popular culture, and its lasting influence."

Selected Readings in Relation to Humanities Themes

The five readings chosen for *LTAI: Women's Suffrage* were selected to build upon and expand popular knowledge about the women's suffrage movement by representing its complexities in order to create dialogues about the movement that goes deeper than the simplistic narrative often taught in history textbooks. As such, many of the selected titles work to highlight the stories of women who are frequently left out of the historical narrative when people talk about women's suffrage. The titles were also selected for their capacity to encourage program participants to reflect on the history of voting rights and citizenship in order to think about how this informs current thought and practices.

Below are the specific humanities themes that *LTAI: Women's Suffrage* will explore, along with how the selected titles relate to each:

Promises and Limitations of Our Founding Documents

The nation's founding documents promised an equal society but implicitly entrenched a social hierarchy, including the patriarchy. Under the laws of coverture in the early United States, few married women could own property or control their money. Except for a brief stint in New Jersey from 1797 to 1807, women could not vote and did not hold office. Enslaved women did not even have the right to control their own bodies. Women's rights activists began organizing in the 1830s and 1840s to secure rights like these. The nation continues to strive to achieve the ideals of liberty and equality promised by — but also limited by — these foundational texts. Participants in this LTAI program will discuss these themes when reading Ida B. Wells' *Crusade for Justice*, Allison Lange's *Picturing Political Power*, and the National Park Service's essay collection (*The 19th Amendment and Women's Access to the Vote Across America*).

The following are some sample discussion questions that may be provided to help facilitate conversation in relation to these titles:

- Were men and women treated equally in the early United States? What rights did women have at the nation's founding?
- What were the expectations for women in early American society? How did these expectations vary depending on one's background (including class, race, religion, and ethnicity)?
- The right to vote was only one right that reformers advocated for. What other rights did reformers demand for women by the mid-19th century?

Voting Rights and Citizenship

We often think of voting as a basic right of citizenship, but suffragists proved that our Constitution does not guarantee voting rights. The Fourteenth Amendment, ratified in 1868, guarantees the rights of all citizens. Suffragists believed that citizenship rights included the ballot. However, in 1875, suffragist Virginia Minor brought a case to the Supreme Court, which declared that voting is not a citizenship right. The decision still stands. *Minor v. Happersett* laid the foundation for modern voting rights debates, from late nineteenth-century poll taxes and literacy tests to twenty-first century voting regulations. Readers will learn more about this through Elaine Weiss' *The Woman's Hour*, Allison Lange's *Picturing Political Power*, and the National Park Service's essay collection (*The 19th Amendment and Women's Access to the Vote Across America*).

The following is a sample questions that may be provided to help facilitate conversations about these titles:

- Voting is not a right of all American citizens, so the government can pass laws that restrict who can cast a ballot. Who has the power to decide who can vote? What kinds of restrictions have been passed over time? What kinds of restrictions are being discussed today?

Inclusion/Exclusion

Suffrage history highlights the inclusiveness and exclusiveness of social movements in the past and provides a framework to examine current social movements. During the early decades of suffrage activism, reformers often allied with men and women of color. However, in 1870 the ratification of the Fifteenth Amendment, which removed race as a barrier to voting and effectively enfranchised black men, strained the broad coalition. Some suffragists supported the amendment, while others — like Stanton and Anthony — lobbied against it and drove away activists of color. Even when suffragists joined forces in 1890 as the National American Woman Suffrage Association, local and state organizations could and did exclude women of color. Women of color like Ida B. Wells and Mary Church Terrell founded their own organizations to fight for their communities. When the Nineteenth Amendment was ratified, leading suffragists like Alice Paul refused pleas by Terrell to address the literacy tests and violence that prevented women of color from voting. All of the LTAI book selections will provide readers with a framework for this theme, but especially Ida B. Wells' *Crusade for Justice* and Allison Lange's *Picturing Political Power*. Marge Piercy's novel, *Sex Wars*, will help participants gain a deeper understanding of the suffrage movement's racism and split over the Fifteenth Amendment.

The following are sample questions that may be provided to help facilitate conversations about these titles:

- What were some of the main conflicts among women's voting rights activists? What did they agree on? What did they disagree on?
- Why did Black activists like Wells and Terrell decided to found their own organizations to advocate for women's voting rights?
- Black women's suffrage groups often had much broader reform platforms than those led by white women. What were their platforms? Why do you think their platforms were so different?

Aftermath of the Nineteenth Amendment

The ratification of the Nineteenth Amendment was a significant milestone for women's rights, but women continued to organize after its passage. Native American and Puerto Rican women had to win citizenship rights before they could cast a ballot. For decades after the amendment, poll taxes and literacy tests in Southern states prevented many poor women from voting. Black women faced violence for registering to vote. LTAI will emphasize the continued efforts to create more equal society even after 1920. Several books will point to the legacies of the movement, especially the National Park Service's essay collection (*The 19th Amendment and Women's Access to the Vote Across America*).

The following are sample discussion questions that may be provided to help facilitate conversations about these titles:

- Who could vote after the 19th Amendment's passage? Who could not vote?
- What barriers to voting did women face even after the ratification of the 19th Amendment?
- 1920 was not the end of women's activism in the United States. Over the past century, what reforms have women's rights activists advocated for?

LTAI: Women's Suffrage Library Sites

The LTAI program model is a basic but highly successful format where ALA selects a group of libraries to host a series of scholar-led reading and discussion programs focused on a specific theme. For *LTAI: Women's Suffrage* participating libraries will be selected through a competitive application process.

ALA has found that there is a high demand from the library field for ready-made discussion program resources. Prior grant opportunities from ALA that have offered programming stipends, training, materials, and guides to implement discussions focused on specific themes in the library have seen a high number of applications from the field. Recent examples include *Latino Americans: 500 Years of History* (received over 600 applications); *The Vietnam War* (received over 400 applications); and *Let's Talk About It: Muslim Journeys* (received over 200 applications). To meet this desire from libraries for ready-made resources, the *LTAI: Women's Suffrage* project materials including the programming guide, discussion questions, scholarly essays and promotional kit will be made freely available on the ALA website and Programming Librarian. Libraries who apply for and receive the grant will receive further support in the form of training, a programming stipend of \$1,000, and 10 copies of each of the *LTAI: Women's Suffrage* selected readings. In addition to using the selected readings in their discussion programs, libraries receiving the grant may add them to their circulation collection.

To apply for the grant, libraries will be required to submit a narrative describing their program plans, including local promotion and audience recruitment strategies, a schedule of discussion group meetings, and plans for supplementary programming that ties into the women's suffrage theme. Resumes and letters of commitment will be required for all outside partners and local scholars.

To promote this opportunity, ALA will draw upon its many well-established distribution outlets, including ALA social media channels, the Programming Librarian¹ website, email lists and e-newsletters targeting ALA's 58,000 members. Promotional activities can include but will not be limited to ALA News

¹ Programming Librarian Website: <http://programminglibrarian.org/>

website press release, social media including Facebook, Twitter, mailing lists, e-mails to state-level associations and targeted mailings to academic and public libraries.

Following the close of the application period, proposals will be peer reviewed by library workers with experience conducting successful humanities programs, lead project scholars and the project advisory committee. Eligible applications will be evaluated on a 1 (lowest) to 10 (highest) scale by reviewers. Libraries will be selected for participation based upon criteria developed in collaboration with project evaluators. Criteria may include, but is not limited to, demonstration of capacity to implement discussion programs successfully, location and community type. All reviewer scores will be submitted to ALA, with ALA making final selection of sites and distributing award notifications. Each selected library will assign a library worker as project director to the project. Once award notifications are distributed, library project directors will convene for a virtual workshop to train them on the LTAI model.

Training for Library Project Directors

Library project directors will convene for a virtual training on the LTAI model. Trainers at the workshop will include ALA project staff and the lead project scholars. Prior to the training, library project directors will be asked to read a portion of one of the selected *LTAI: Women's Suffrage* titles so that they may discuss it during the model program.

The workshop will take place on ALA's Zoom with the agenda tentatively structured to be as follows:

- **Welcome – 9:00 – 9:30 am**
 - *LTAI: Women's Suffrage* project director, Melanie Welch, will thank the National Endowment for the Humanities (NEH), give background on LTAI program history and NEH's involvement, convey ALA's excitement to see scholar led reading and discussion for public audiences being implemented on this topic and thank the lead project scholars and project advisory committee for their work on creating the *LTAI: Women's Suffrage* materials.
- **Women's Suffrage Theme – 9:30 – 10:30 am**
 - Lead project scholar, Allison K. Lange, will deliver a talk that sets the tone for the training and overall project, while introducing attendees to the program content in an enthusiastic way. Lange will talk about the history of women's suffrage, the humanities themes, and why five titles were selected for the project.
- **Break – 10:30 – 10:45 am**
- **LTAI Model: Reading and Discussion Programs – 10:45 – 11:45 am**
 - Lead project scholar, Melissa Bradshaw, will discuss the value of public humanities programs, her experience with using reading to engage in critical dialogue and reflection, and provide background for how a typical LTAI program is set-up. Bradshaw will also share insights on how to work with a local project scholar and assist them with facilitating an LTAI program.
- **Lunch Break – 11:45 am – 12:45 pm**
- **Model Discussion Program – 12:45 – 2:45 pm**
 - Bradshaw and Lange will lead library project directors through a model discussion program. For this exercise, Bradshaw will take on the role of modeling the library project director's involvement in a LTAI program and Lange will take on the role of modeling the

local project scholar's involvement. They will do this so that the library project directors can get a clear idea of what their role will look like in relation to the involvement of the local project scholar and program participants.

- **Q&A – 2:45 – 3:30 pm**
 - Lange and Bradshaw will moderate a Q&A period about the model discussion program for library project directors to express any concerns, questions or insights about the model.
- **Grant Logistics/Closing Remarks – 3:30 – 4:00 pm**
 - Project manager, Samantha Oakley, will provide some general housekeeping related to grant logistics (e.g. reporting requirements, evaluation expectations) to library project directors and offer closing remarks on behalf of ALA.

LTAI: Programs at Libraries

Once the library project directors from the selected sites are trained and prepared to host programming, they will be expected to implement at least five scholar-led discussion programs in conjunction with the selected readings. Each library will receive a \$1,000 programming stipend to help cover their program costs. Each individual library knows their community, and so will be expected to create reading and discussion programs that capitalize on existing partnerships to identify local scholars. From prior LTAI themes, libraries have a wide range of experience partnering with local institutions to find scholars for discussion programs. Libraries typically partner with local universities, community colleges, museums, historical societies and state humanities councils to locate a qualified scholar to lead LTAI program discussions.

The local scholar will be viewed as a program partner, and will have the following responsibilities:

- Thorough and thoughtful review of all project materials, humanities themes and the overall series approach to the materials.
- Preparation and delivery of an opening presentation on the material to be discussed (typically 15 – 25 minutes) at each program.
- Preparation of autobiographical information (2-3 paragraphs) for the library project director to use to introduce the scholar at programs.
- Preparation of opening discussion points to be used as a basis for small group discussion.
- Facilitation of group and small group discussion, including listening to comments, answering questions and highlighting the important ideas expressed during discussion.

Selected libraries will be responsible for ensuring the local scholars meet the following qualifications:

- Possession of appropriate academic qualifications to speak on the project themes and teaching or other experience relevant to the selected titles.
- Experienced, engaging and comfortable speaking before and facilitating discussion with adult audiences in non-classroom settings.
- Adept at facilitating discussion with adult audiences on themes related to the project.

Each *LTAI: Women's Suffrage* program will be approximately 90 – 120 minutes. Selected libraries will encourage participants of the program to come prepared to discuss one of the selected readings and related introductory essay, created by the lead project scholars. Selected readings for the program will be made available to patrons to borrow from the library ahead of time. To do this, ALA will provide all sites with 10 copies of each of the selected titles, that are not made freely available online, in order for the libraries to add to their collections for circulation. ALA will also distribute the virtual project materials to all selected sites. This will include the virtual promotional kit; which libraries will use to market their program series to the community and encourage participation. During each program in the series, the library and local project scholar will focus on discussing one of the selected titles.

In keeping with the LTAI model, each program will be structured as follows:

- **Welcome and Introduction (5-10 minutes)**
 - Library project director welcomes program participants and introduces the scholar. They also thank participants, the library, NEH, ALA and any project partners. They then briefly go over the format of the program and let participants know what to expect, providing any necessary information regarding program materials, schedule for the rest of the series, and logistics.
- **Scholarly Presentation (15 – 25 minutes)**
 - Local project scholar then provides a presentation on the book the program is focusing on, the author's background, the work in context of the humanities themes, salient points made by the book and other relevant matters.
- **Discussion (45 – 60 minutes)**
 - If the group attending the discussion is more than five people, they split into small groups for discussion. If not, participants remain in the large group and the discussion is facilitated by the local scholar. If splitting into small groups, the library project director recruits discussion leaders to facilitate small group discussion while the local scholar floats between groups. After the discussion period, the small group reconvenes. Group discussion leaders briefly report out to the larger crowd what was discussed in their small group.
- **Wrap Up/Closing (10 – 20 minutes)**
 - Local scholar gives some closing comments before library project director comes back to thank the participants and scholar. Library project director ends by distributing evaluations, giving instructions for the next session and making any other necessary announcements.

Once the selected library sites have completed the required five public programs for the project, each project director will be required to complete a final report form. ALA will develop the final report form in collaboration with the project evaluators in order to measure outcomes and impact of the project.

Questions may include, but are not limited to:

- Tell us how your library defined success when hosting *LTAI: Women's Suffrage* programming.
- Do you feel that you made progress toward or achieved your library's goals?
 - If so, please provide indicators of how well you achieved your goals.
 - If not, what barriers did you encounter?

American Library Association
Let's Talk About It: Women's Suffrage

- What was the impact of *LTAI: Women's Suffrage* on your library? On your community? For your program participants?
- Did you experience an increase in the number of voting rights and women's suffrage reference inquiries during the programming period, compared to the period immediately before?

These questions and others will help ALA and project evaluators gauge the impact made on the library and their audiences. At the end of the project period, ALA will have an in-depth summative and formative understanding of the project and its key components with findings that illustrate the impact of the project and areas for improvement. This analysis of the data from project evaluators and the primary narrative responses from the 25 selected libraries will be included in a final report to NEH.

Resources Available Post Project

Virtual project resources including the programming guide, list of selected readings and promotional kit for *LTAI: Women's Suffrage* will be made freely available to a broad audience. These materials will continue to be freely available on ALA's website after the completion of the NEH program implementation period. They will be included with the list of previous LTAI themes² for use by libraries seeking to host reading and discussion series on this topic.

Additionally, ALA will also make the summative evaluation report produced by the project evaluators available on Programming Librarian and the ALA website so that other organizations can read the recommendations and findings from *LTAI: Women's Suffrage*. This will be provided as a resource that organizations looking to offer similar programming can use to gather best practices and challenges.

² Let's Talk About It Discussion and Themes List: <http://www.ala.org/tools/programming/lta/discussion-themes>

Information on Public Accessibility and Admission

Project Materials

The American Library Association (ALA) will provide access to all materials resulting from the project, in furtherance of its non-profit and tax-exempt status. Permission to use, copy and distribute these materials will be granted for private, non-commercial and education purposes only, provided that ALA's copyright statement, available on ALA's website (<http://www.ala.org/copyright>), is used.

Any materials resulting from the project and use of the grant funding will be governed by the Creative Commons License, Attribution - Non-Commercial-Share-Alike-4.0 International.

All digital content resulting from the project will be publicly available during the grant term on ALA's website (www.ala.org) and Programming Librarian (www.programminglibrarian.org), with the above conditions of use clearly posted.

Public Programs

As part of this project, ALA will select 25 libraries to host at least five programs for *Let's Talk About It (LTAI): Women's Suffrage*. Selected libraries will be required to make all their *LTAI: Women's Suffrage* programming free and open to the public. Following the LTAI program format, each of the required programs will be 90 – 120 minutes in length. At the end of the National Endowment for the Humanities grant period, this will result in at least 11,250 hours of free humanities discussion programming for communities.

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

(b) (4)

Enter name of Organization:

American Library Association

Budget Type: ☒ Project☐ Subaward/Consortium

Budget Period: 1

Start Date: 05/01/2021

End Date: 11/30/2022

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Melanie		Welch		(b) (6)	17.00			(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Samantha		Oakley		(b) (6)	17.00			(b) (6)	(b) (6)	(b) (6)
Project Role: Program Manager											
	Sarah		Ostman		(b) (6)	0 17.00			(b) (6)	(b) (6)	(b) (6)
Project Role: Communications Manager											
	Brian		Russell		(b) (6)	17.00			(b) (6)	(b) (6)	(b) (6)
Project Role: Program Officer											
	BeeBee		Browne		(b) (6)	17.00			(b) (6)	(b) (6)	(b) (6)
Project Role: Program Coordinator											

Additional Senior Key Persons:

Add Attachment

Delete Attachment

View Attachment

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

118,169.00

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)	
		Cal.	Acad.	Sum.				
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Total Number Other Personnel						Total Other Personnel	<input type="text"/>
Total Salary, Wages and Fringe Benefits (A+B)							<input type="text" value="118,169.00"/>	

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item

Funds Requested (\$)

Additional Equipment:

Add Attachment

Delete Attachment

View Attachment

Total funds requested for all equipment listed in the attached file

Total Equipment

D. Travel

1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)

2. Foreign Travel Costs

Total Travel Cost

E. Participant/Trainee Support Costs

1. Tuition/Fees/Health Insurance

2. Stipends

3. Travel

4. Subsistence

5. Other

Number of Participants/Trainees

Total Participant/Trainee Support Costs

F. Other Direct Costs

		Funds Requested (\$)
1. Materials and Supplies		250.00
2. Publication Costs		
3. Consultant Services		32,600.00
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		25,000.00
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Book Shipping		4,000.00
9. Promotion and Marketing		6,100.00
10. Books		17,000.00
Total Other Direct Costs		84,950.00

G. Direct Costs

	Funds Requested (\$)
Total Direct Costs (A thru F)	203,119.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Onsite	23.08	203,119.00	46,880.00
Total Indirect Costs			46,880.00

Cognizant Federal Agency(Agency Name, POC Name, and
POC Phone Number)

Department of the Interior

I. Total Direct and Indirect Costs

	Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)	249,999.00

J. Fee

Funds Requested (\$)

K. Total Costs and Fee

	Funds Requested (\$)
Total Costs and Fee (I + J)	249,999.00

L. Budget Justification

(Only attach one file.)

1234-Justification.pdf

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		118,169.00
Section B, Other Personnel		
Total Number Other Personnel		
Total Salary, Wages and Fringe Benefits (A+B)		118,169.00
Section C, Equipment		
Section D, Travel		
1. Domestic		
2. Foreign		
Section E, Participant/Trainee Support Costs		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		84,950.00
1. Materials and Supplies	250.00	
2. Publication Costs		
3. Consultant Services	32,600.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs	25,000.00	
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1	4,000.00	
9. Other 2	6,100.00	
10. Other 3	17,000.00	
Section G, Direct Costs (A thru F)		203,119.00
Section H, Indirect Costs		46,880.00
Section I, Total Direct and Indirect Costs (G + H)		249,999.00
Section J, Fee		
Section K, Total Costs and Fee (I + J)		249,999.00

Budget Justification

A. Senior/Key Personnel

NOTE: ALA's 12-month fiscal year runs September 1 through August 31. Staff wages presumes a 3% increase per ALA fiscal year.

Name and Title	Time On Project	Year 1 05/01/2021 – 4/31/2022	Fringe Benefits (33% of Salary)	Time on Project	Year 2	Fringe Benefits (33% of Salary)	Project Total
Project Director, Melanie Welch	10%	(b) (6)	(b) (6)	5%	(b) (6)	(b) (6)	(b) (6)
Communications Manager, Sarah Ostman	20%	(b) (6)	(b) (6)	20%	(b) (6)	(b) (6)	(b) (6)
Program Officer, Samantha Oakley	20%	(b) (6)	(b) (6)	20%	(b) (6)	(b) (6)	(b) (6)
Program Coordinator, BeeBee Browne	20%	(b) (6)	(b) (6)	20%	(b) (6)	(b) (6)	(b) (6)
Program Officer, Brian Russell	15%	(b) (6)	(b) (6)	15%	(b) (6)	(b) (6)	(b) (6)

B. Other Personnel

N/A

C. Equipment Description

n/a

D. Travel

n/a

E. Participant/Trainee Support Costs

n/a

F. Other Direct Costs

Materials and Supplies: \$250

General supplies and materials.

Publication Costs: N/A

Consultant Services: Project Total \$32,600

Consultant	Notes	Total
Melissa Bradshaw, project scholar	Stipend for content creation and project advisement	\$3,000
Allison Lange, project scholar	Stipend for content creation and project advisement	\$3,000
Project Advisory Committee	\$400, each for 8 advisory committee members to advise on project activities and content	\$3,200
Peer Reviewers	\$50, each for 10 peer reviewers to review LTAI application	\$500
PIE Org Evaluation	Project evaluation services	\$20,000
Foundant	Support for Foundant application system	\$2,900

ADP/Computer Services: n/a

Subawards/Consortium/Contractual Costs: \$25,000

Programming stipends for 25 LTAI grantees at \$1,000, each.

Equipment or Facility Rental/User Fees: n/a

Alterations and Renovations: n/a

Books: \$17,000

Each of the 25 LTAI grantees will receive 10 copies of 4 different titles for use in their programming, equaling a total of 1,000 books. Based on prior ALA projects, the average cost will be \$17, per book. This brings the total cost for purchase of books for the project to \$17,000.

Book Shipping: \$4,000

Cost of shipping books to grantees. Estimate approximately \$160 to ship books, per site, for 25 libraries. Costs calculated base on shipping fees from prior ALA projects.

Promotion and Marketing: \$6,100

Promotion and marketing costs associated with driving libraries to apply for the grant; designing and promoting the free project resources to libraries nationwide; and creation and distribution of promotional kits for each of the 25 LTAI grantees.

G. Direct Costs

Total Direct Costs: \$203,119

H. Indirect Costs

ALA negotiated federal indirect cost rate of 23.08% with the Department of the Interior.

Let's Talk About It Women's Suffrage
American Library Association

Total indirect cost equals \$46,880 based off of 23.08% of a \$203,199 cost base.

I. Total Direct and Indirect Costs

\$249,999

J. Fee

n/a

K. Total Costs and Fee

\$249,999