

Appendix D: State Library Support Vignettes

This appendix contains promising practice vignettes from state library agencies across the country. These vignettes are aligned with key categories of digital literacy support.

Trainers and coaches

By growing capacity in the area of trainers and coaches, public libraries can increase the number and frequency of formal training classes and informal coaching hours, as well as expand the variety of training topics offered.

- Low Cost Training Solution
- Using Volunteers to Teach Digital Literacy
- Statewide Training Provider

Training offerings

Increasing access and diversity of training offerings allows libraries the flexibility to educate staff and patrons according to their interests, resources and favored teaching style.

- Statewide Training
- Online Trainer Resources
- Self-Paced Online Learning Portal

Technology capabilities and training facilities

Investing in facilities and equipment gives the foundation needed to meet goals of digital access and allows libraries to better implement trainings for patrons and staff.

- Statewide Video Conferencing Technology
- Statewide Improvement on ADA Facilities, Technology, and Training
- Mobile Training Facilities and High Speed Broadband Provider

Marketing and promotion

Engaging marketing and promotion techniques extends the reach of digital literacy programs by promoting programs and widening the base of potential users and funders.

- Statewide Library Awareness Initiative
- Statewide Marketing Initiative
- Leveraging Government Resources for Promotion

Evaluation and results

Better tracking and analysis through evaluation, data, and stories offers more opportunities to assess the success and failures of training programs and evaluate individual and statewide goals.

- Statewide Evaluation
- Study of Strategies and Feasibility for Increasing Technology and Internet Access
- An Online Survey Tool to Evaluate Technology Use

Advocacy and storytelling

Incorporating advocacy measures provides the ability to expand resources and create larger networks both in the community and in higher levels of government to enact change.

- Impact Video Project
- Statewide Technology Conference
- Public Access Technology Benchmark Program

Trainers and Coaches

Low Cost Training Solution

Libraries can hire a full-time Americorps intern who has already been recruited and trained, to provide technology support for \$2,000/year.

State: Mississippi

Abstract: The Digital Opportunity Trust (DOT) USA TeachUp! Program recruits, trains and places tech-savvy individuals into schools and public libraries as interns. The intern's role is to help increase morale, retention and proficiency in utilizing technology. The local library pays an annual stipend of \$2,000 and is responsible for supervising and providing additional experience for each intern.

TeachUp! started in Mississippi schools in 2006. In 2012, the Mississippi Library Commission (MLC) and Digital Opportunity Trust worked together to encourage Mississippi public libraries to join the TeachUp program.

Funding Map: Digital Opportunity Trust (DOT) funding is ongoing and is provided by their corporate partners.

<http://www.dotrust.org/partners/corporate>

State Library Role: MLC's role has been to encourage public libraries to take advantage of this capacity-building resource in their respective communities. The public library system directors that had the TeachUp! program within their areas (mainly the MS Delta and Coast) were encouraged by Library Commission leadership to take advantage of the opportunity. The public library systems interested in the program then worked directly with TeachUp!.

In the initial meeting between TeachUp! and MLC, potential public library systems in areas with already established TeachUp programs were identified to simplify supervision by TeachUp staff.

Local Library Role: Local public libraries pay the \$2,000 annual stipend and provide supervision and training to help interns better understand how to effectively work with out of school adults.

Additional Resources:

Overview of Digital Opportunity Trust's TeachUp! Program

<http://usa.dotrust.org/about>

Trainers and Coaches

Using Volunteers to Teach Digital Literacy

The Idaho Commission for Libraries (ICfL) in partnership with the Idaho Office of Refugees (IOR), the Twin Falls and Boise Public Library system created the Digital Literacy Training for Refugees program which utilized native language speakers as trainers to help increase digital literacy skills in refugee communities.

State: Idaho

Abstract: Focusing on the two centers of refugee communities in Boise and Twin Falls, the ICfL and the IOR developed a Train-the-Trainer based program to teach digital literacy skills in the refugees' native languages. Developed and implemented over nine months, the program identified twelve refugee community members, selected for their education, familiarity with computers, responsibility and language ability, who were trained on digital literacy and library tools to then train others in their language group in workshops and one-to-one coaching sessions. Trainers were able to hold meetings in public libraries but also in other locations if necessary. These trainers were compensated for their training time and the sessions they provided.

The ICfL identified training tools and digital literacy resources and created a website available through Idaho's statewide database program (LiLi.org) as well as a training binder for the trainers. They set up three two-hour sessions to train the trainers on library resources and online tools, as well as demonstrations on public school portals for parents. The IOR identified and interviewed the twelve individuals, tracked the hours and paid the trainers. The ICfL purchased laptops for this program and the IOR retained ownership of them to be able to issue laptops to the trainers for their sessions.

The program was very successful. A modest goal of reaching two hundred people in six months with 25% of the trainings occurring in public libraries was set. In six months, the refugee trainers reached over 2,000 people and held 71% of trainings in public libraries, which far exceeded the target goals. Beginning in March 2012, the Commission spent three months clarifying goals and establishing responsibilities for each agency, and developing the guides and resources while the IOR selected the trainers. The trainers were trained in the first week of June 2012 and began delivering the sessions from June to the end of November. The trainers covered a wide variety of topics from basic computer skills, basic introductions to software programs like Microsoft Word, to digital citizenship, career building skills and how to access job databases, as well as getting comfortable in the community by learning online banking, finding bus schedules, learning translation databases and software like Skype to help connect them to family in their home countries.

Funding Map: BTOP awarded the ICfL a \$2,800,000 grant. The ICfL created a partner relationship with the IOR and allocated \$38,500 to pilot the program. This covered the hourly rate of the trainers, laptops and software, binders and training supplies, flash drives, polo shirts and lanyards with the program title. Two existing staff members of the ICfL dedicated hours to developing and monitoring the program. The ICfL team of two people spent about 30 to 40 hours up front gathering training materials and planning logistics and an additional 5 hours per week for tracking and other programmatic maintenance. An IOR staff person was responsible for identifying and hiring the trainers, managing the timesheets and payment for the trainers.

State Library Role: ICfL was instrumental in creating partnerships with the IOR and negotiating the administrative agreements and delegation of responsibilities of each partner. They also created websites with information and resources for the trainers, led the training sessions to train the trainers, and were available to counsel trainers. They were also responsible for tracking programmatic outcomes, including the number of individuals being trained, the number of hours, the languages the trainings were conducted in, and what tools were covered in the trainings.

Local Library Role: Local libraries in Boise and Twin Falls were in charge of letting the trainers know how to reserve workshops and computers for their classes, providing assistance to the trainer if needed, as well as promoting the availability of the trainers within the library system and the community.

Trainers and Coaches

Additional Resources:

Information and resources for digital literacy training (Website)

<http://libraries.idaho.gov/digital-literacy>

Information and Resources for Digital Literacy (LibGuides)

<http://guides.lili.org/>

Resources for Digital Literacy Coaches

<http://libraries.idaho.gov/dlcoaches>

American Libraries' Article on the Refugee training program

<http://americanlibrariesmagazine.org/features/11272012/new-americans-and-digital-literacy-gap>

Trainers and Coaches

Statewide Training Provider

e-BEAT (Extension Broadband Education and Adoption)—a partnership between the Mississippi Library Commission (MLC) and Mississippi State University Extension Service, providing digital literacy and technology training to library communities around the state.

State: Mississippi

Abstract: e-BEAT provides three levels of support to improve local library training capacity:

- 1) In collaboration with the e-BEAT program, MLC offers monthly regional trainings covering topics such as eReaders, eGovernment, Dropbox, social media, and other electronic resources to increase economic development, quality of life and personal growth among library staff and the library community. e-BEAT and MLC staff work together to form the content of the workshops, while e-BEAT presents the trainings.
- 2) The Technology Academy provides a six-month long training program for 15 front line staff to move from basic to intermediate computer skills.
- 3) e-BEAT Coordinators, provided by the MS State Extension Service, partner with local libraries to add training capacity to their existing training programming. They are able to present workshop topics ranging from Microsoft Office programs to Pinterest.

Funding Map: American Recovery and Reinvestment Act (ARRA) funding for this project was made available through 2014. Mississippi State University Extension Service hopes to incorporate this program into their budget after 2014.

State Library Role: Outreach, coordination and scheduling for these programs have been folded into continuing education responsibilities under the Library Development Division. Cost estimates for MLC's role are just shy of \$22,000 annually for fifteen (15) e-BEAT workshops to library staff. This includes MLC staff time and travel, hotel accommodations for Technology Academy participants, refreshments, and lunch for participants and presenters.

Local Library Role: When this program is a good fit for a library, there can be seamless integration with little effort by the local library. In one example, the library decides which e-BEAT classes they would like to offer and simply do the scheduling and outreach. The e-BEAT coordinator handles the rest.

Additional Resources:

e-BEAT website (general information)

<http://msucares.com/ebeat/>

Article about MLC Partnership

http://www.webjunction.org/news/webjunction/Circle_of_Partnerships.html

Website for Technology Academy

<http://www.webjunction.org/partners/mississippi/technology-academy.html>

Training Offerings

Statewide Training

Texas State Library and Archives Commission (TSLAC) created the Technology Expertise, Access and Learning for All Texans (TEAL), which focused on individual partnerships with 38 library partners at 154 sites, as well as a mobile unit to help expand trainings in libraries of all sizes and varying needs.

State: Texas

Abstract: TEAL sought to increase public access to computers, digital literacy training and workforce development in libraries throughout the state with a focus on serving vulnerable populations, including the elderly, disabled, and Spanish language speakers. The Texas State Library and Archives Commission (TSLAC) partnered with 38 libraries that acted as sub-recipients and proposed projects specific to their needs, requesting hardware, software, training materials, and in some cases hiring outside trainers. Some libraries collaborated with local community colleges, city Parks and Recreation and Health and Human Services Departments to expand their reach, creating and enhancing existing public computer centers at a total of 154 sites. Most participating sites offered classes such as computer basics, social media, Microsoft skills, career building, and even digital photography. This allowed the libraries to offer more training to their patrons and to reach out to their target populations.

TSLAC provided training to TEAL library staff through webinars on topics such as engaging seniors with technology, building Latino communities, assistive technology, broadband and other topics. A project blog and website provided Texas libraries with technology training resources, archived webinars, and other tips. They offered technology training workshops where three representatives from each library could attend—all expenses paid—to network, receive training and discuss the program. The State Library offered outreach materials including information in English and Spanish about the program, table tents, yard signs, and Public Service Announcements (PSAs) in English and Spanish.

The TSLAC also runs and staffs a successful mobile unit to provide digital literacy training to Texans in rural libraries outside of the 38 partner libraries. State library technology trainers provide trainings on computer skills like computer basics, Internet safety and email, Microsoft Office, and career building.

Funding Map: TSLAC was awarded \$7.95 million from the BTOP grant and had \$5 million in matching funds from participating libraries. TSLAC hired three full time employees; one grant manager and two trainers to staff the mobile labs (one specifically contracted for bilingual skills). The Mobile Lab Program consisted of three sets of laptops in cases on wheels. Each of the partner libraries created their own budgets specific to their needs.

State Library Role: The State Library wrote the original BTOP grant and encouraged smaller libraries to come under the grant. They are responsible for managing the grant and compiling requisite data from the various libraries. They fostered a statewide partnership with the Workforce Commission, along with the 38 partner libraries. TSLAC also manages the Mobile Lab Program and facilitates training opportunities for librarians across the state.

Local Library Role: Local libraries had to write proposals and provide matching funds for participation. Each library provided quarterly reports on the progress of their project. Additionally, they were responsible for assessing their needs and purchasing the necessary hardware, software, and contracting trainers. The local libraries are also the primary staff for implementing the training sessions.

Additional Resources:

TEAL Blog

<http://www.tsl.state.tx.us/teal/>

Archived webinars

http://www.tsl.state.tx.us/teal/?page_id=90

TEAL BTOP information on TSLAC site (mobile lab information available here)

<http://www.tsl.state.tx.us/ld/teal/index.html>

Broadband Communities article on TEAL

<http://www.bbpmag.com/Features/0811feature.php>

Training Offerings

Gates video featuring Houston Public Library and their BTOP Project Manager, Nicole Robinson
<http://www.youtube.com/watch?v=HhOZpcqQtgQ>

Article about Arlington Public Library's project
<http://arlingtonnewsnetwork.com/showstory.cfm?ID=3672>

Austin Public Library (Carver Branch) Computer and Job Search Center
<http://library.austintexas.gov/services/carver-job-center>

Training Offerings

Online Trainer Resources

On the heels of the BTOP grant, Colorado developed a site to showcase the digital literacy materials developed for BTOP, as well as to have a place for future training and program materials for librarians.

State: Colorado

Abstract: Colorado State Library has created a home for the resources that were developed during the BTOP grant period as well as for materials that are created in the future. They call the site Library Creation and Learning Centers which addresses both traditional computer training as well as new innovations in multimedia, creation, and maker labs in libraries. It is a place for librarians to access resources from technology training for staff and public including e-Government and planning support for E-rate, Edge Benchmarks, assistive technology, and policies. It is the result of several previous websites that have evolved into this one-stop resource.

Funding Map: CSL received \$3.3 million in BTOP funding over 2 years to develop or enhance 88 public computer centers, including computer equipment, training, partnerships, and a public awareness campaign in libraries and Tribal centers throughout Colorado. Additionally, the funding supported the efforts of existing state library staff in their administration of the grant through project management and website development.

State Library Role: The State Library developed and hosts the website that provides access to the public technology training resources that were developed as part of the BTOP grant. They are continuing to create content for the current Library Creation and Learning Centers site along with creating eLearning modules for future learning opportunities.

Local Library Role: Local libraries have been using the web materials and contributing their own training materials to the site. They also provide ongoing feedback, mentoring for each other, and additional content.

Additional Resources:

Library Creation and Learning Centers Site

<http://create.coloradovirtuallibrary.org/>

BTOP Grant Details

<http://www.cde.state.co.us/cdelib/btop/>

Colorado Impact Details

<http://www.lrs.org/news/2013/02/07/the-public-computer-centers-project-coloradans-benefit-from-access-and-training/>

Training Offerings

Self-Paced Online Learning Portal

West Virginia Library Commission has been offering LearningExpress courses online at no cost to their residents since 2001.

State: West Virginia

Abstract: By offering two of the LearningExpress Catalogs of titles to their residents, the West Virginia Library Commission (WVLC) provides online access to learning and test prep as well as job searching, all with a few simple clicks, from any Internet-ready computer.

WVLC offers the LearningExpress Library and the Job and Career Accelerator, which are both under the Learning Express umbrella of titles. Examples of LearningExpress Library topics are several levels of writing, reading and math, college prep courses, software tutorials, GED test prep, US Citizenship prep, Allied Health career certification tests, and military ASVAB test prep. This library also has over 200 downloadable eBooks with subjects ranging from homeschooling, to test prep courses and how to increase vocabulary.

To meet the great need of job-seekers, the WVLC has also chosen to offer the Job and Career Accelerator titles, which cover topics such as job searching, resume writing, and career tests.

WVLC manages these offerings through a learning portal: www.wvinfo depot.org. This portal allows WVLC to require a username and password for users, as well as track usage on a per title and per library basis.

Funding Map: WVLC allocates both state and LSTA funding to the price of the annual subscription to the LearningExpress titles. Costs are figured on a prospective per-user basis combined with which titles are selected. For WVLC, these fees range between \$100,000 and \$150,000 annually.

State Library Role: Technical support and promotion of LearningExpress Library and Job and Career Accelerator are covered by the WVLC. They support the use of these programs by 176 public libraries as well as teachers, adult literacy programs, and workforce development programs around the state.

Local Library Role: Promotion is key at the local library level. Libraries use varied methods for getting the word out about LearningExpress Library. Some create shortcuts on computers so users can quickly access the learning portal. The WVLC also makes marketing materials available, such as posters, table tents, and bookmarks.

Additional Resources:

Link to LearningExpress on West Virginia Library Commission Site

<http://www.learnatest.com/LEL/index.cfm?HR=http://www.wvinfo depot.org/>

Technology Capabilities and Training Facilities

Statewide Video Conferencing Technology

By building partnerships with other state agencies to acquire discounted video conferencing technology, the Indiana State Library (ISL) has increased distance learning opportunities for continuing education credits as well as required technical workshops to local libraries which reduce the cost for already tight local library budgets.

State: Indiana

Abstract: The Indiana State Library (ISL) has a long history with videoconferencing technology. Beginning in the late nineties, they explored many different programs including PolyCom, Horizon Wimba, and WebEx with varying results. The Indiana Department of Environmental Management (IDEM) negotiated a license with the Adobe Breeze/Connect and in 2009 ISL joined IDEM. The strong partnerships created around video conferencing technology, which includes IDEM, Indiana Office of Technology (IOT) and Indiana State Personnel Department (SPD), provided multiple advantages for ISL including a volume-based discount on the license, technical expertise with the program and support in developing the infrastructure needed to make recordings.

ISL sends out email announcements to libraries about workshops and trainings. Participants register for sessions individually in Adobe Connect and the system sends out reminders about the workshop. ISL has one internal IT expert who runs the room and is responsible for scheduling, set up, registration, lending audio equipment and providing technical assistance and troubleshooting.

Seventy-five percent of the video conferencing usage is for ISL to broadcast its continuing education workshops which are required for public librarian certification. Adobe Connect helps track participation in these workshops. ISL also provides required annual update trainings on technical and legal issues affecting library administrators and trustees, and trainings on annual reports and on E-rate. In addition, the ISL can create workshops that highlight collection resources available to local libraries and the public like census information, Indiana history and genealogy and special collections. This saves local libraries time and money by not incurring travel and accommodation costs. It also allows libraries the opportunity to review the archived meetings if needed.

Funding Map: ISL uses a portion of its operating budget as appropriated by the state legislature, to license Adobe Connect. Partnering with other state agencies allows a volume discount which allows up to 5,000 users, and can run simultaneous rooms with other agencies. The IT staff person assigned responsibility for maintenance of Adobe Connect is an existing staff position which takes up about 10% of her time. It should be noted that due to partnerships with other government agencies the servers are stored and maintained with the IOT which reduces the workload for the State Library.

State Library Role: The State Library cultivated partnerships with other government agencies allowing a sharing of information and resources as well as discount licensing. The State Library also maintains and troubleshoots problems with Adobe Connect. The ISL tracks participation through Adobe Connect and issues Library Education Units based on these numbers. ISL is also responsible for scheduling and implementing the trainings and workshops.

Local Library Role: Local libraries need proper bandwidth, computer with functional audio equipment and Internet to participate in workshops and trainings. Participants are required to logon individually into the sessions and participate via chat questions throughout the program.

Additional Resources:

Adobe Connect

<http://www.adobe.com/products/adobeconnect.html>

Technology Capabilities and Training Facilities

Statewide Improvement on ADA Facilities, Technology, and Training

Colorado State Library addressed accessibility by investing in assistive technologies hardware and software. They added 64 ADA workstations and hired three dedicated trainers to support libraries in computer center training throughout Colorado from January 2011 to December 2012.

State: Colorado

Abstract: Colorado State Library (CSL), using census material, found that 86,000 residents had sensory disabilities, while 170,000 had some type of physical disability. In accordance with the idea of “access for all”, the State Library sought ways to increase accessibility in accordance with ADA requirements. They focused on both hardware and software assistive technology solutions. They invested in adjustable tables, large print keyboards, and big trackball mice to increase ease of use for those with a variety of disabilities. They also invested in ZoomText and JAWS for those with vision impairment, Dragon Naturally Speaking for those with learning disabilities or limited or no use of their hands, and Kurzweil 3000 to help with learning disabilities.

CSL also contracted with Assistive Technology Partners in their region who trained three statewide trainers, offered webinars for library staff and provided online office hours to field library staff questions. The BTOP trainers who were trained on various assistive technology programs offered trainings to staff in the libraries on the three most commonly used programs (ZoomText, JAWS, and Dragon) and a demo on Kurzweil. They also acted as consultants to libraries by helping with the placement of these stations, as well as coaching libraries on ways to promote these resources and providing ongoing support for the library staff.

Funding Map: The Colorado State Library received \$3.3 million from a BTOP grant and in-kind matches, including a Bill & Melinda Gates grant for \$754,000. ADA stations were budgeted at \$4,063 per station for a total of \$280,347. This grant also funded the three statewide trainer positions for two years. These trainers provided a wide range of training including library support for assistive technology. Through the Colorado Library Consortium and Accessibility.net, the State Library was able to leverage statewide pricing and volume-based discounts to help reduce costs for local libraries.

State Library Role: CSL connected with important partner organizations, Assistive Technology Partners, Colorado Library Consortium and Colorado Talking Book Library, for guidance on appropriate technologies, training, and outreach. They also arranged for statewide pricing on the software and hardware for libraries and acted as a resource for questions regarding what a library might need. The State Library BTOP staff provided online and in-person training and support for the libraries related to ADA stations. In addition, they worked with partner organizations to inform them of the resources that the local libraries had available and to encourage use of the equipment.

Local Library Role: Local libraries were critical players in evaluating the software and hardware needs for their communities, ordering the appropriate hardware and software, and promoting the services to their patrons. They also received trainings on the software to help guide patrons and also to better promote these services. As trainings were limited to a few people, individual librarians were essential in transferring the information to other librarians in their team.

Additional Resources:

Colorado State Library resource page (quick references and training materials for ADA software)

<http://www.coloradovirtuallibrary.org/techtraining/content/ada-support>

Center for Accessible Technology (offers direct support to individuals and consults with business and libraries)

<http://www.cforat.org>

Colorado Department of Education (project details)

<http://www.cde.state.co.us/cdelib/BTOP>

Association of Specialized and Cooperative Library Agencies (ASCLA), with tipsheets on library accessibility

<http://www.ala.org/ascla/asclaprotocols/accessibilitytipsheets>

Technology Capabilities and Training Facilities

Mobile Training Facilities and High Speed Broadband Provider

Five E-mobiles - vans with laptops, high speed Internet, and trained technicians - were created in partnership with local community anchor sites, such as libraries and community colleges, to provide training and equipment to rural and underserved across New York State.

State: New York

Abstract: The E-mobile program was born from a desire to create a new service model that would expand broadband/wireless library services to multiple counties in New York State. It is part of a larger initiative funded by the Broadband Technology Opportunity Program (BTOP) and includes 30 personal computer centers in addition to the five E-mobiles.

Five E-mobiles were created to serve 17 counties in rural areas and were equipped with laptops, trainers, and high speed Internet. The E-mobiles are fully loaded vans with 15-20 semi-ruggedized laptops, iPads, a broadband router, bulk charging stations, as well as lightweight tables, chairs, projectors, and screens that accommodate a minimum of 15 participants. The implementation stage was five months, in which activities such as the hiring of staff, developing the local implementation plan and baseline reports, identifying contacts, purchasing and installing equipment and developing outreach, PR, and evaluation occurred.

The E-mobiles worked in tandem with community anchor institutions and provided free programming on topics such as digital literacy, job training and small business courses. Examples of these programs were classes on Word, Excel, and Quickbooks, as well as programming on job hunting, creating resumes and cover letters, and classes for small business like accounting and marketing. They also covered social media like Twitter, Facebook, Wikipedia, and Google and technologies such as the iPad, iPhones and other media.

Funding Map: The E-mobile project is part of a larger two-year grant ending in January 2013. The New York Public Computer Centers: Broadbandexpress@yourlibrary project is a \$14 million grant project funded from BTOP Public Computer Center and from matching grants that served 41 counties in New York State. The E-mobile project portion was granted \$1,277,150 and librarians budgeted \$275,000 over 2 years for each E-mobile to cover costs including the van, travel expenses, equipment, salary and benefits, wireless access, and PR.

State Library Role: Administering the grant included the coordination and hiring of project managers, the development of the local implementation plan and reporting procedures, and creating outreach, PR, and evaluation plans to assess the program. The State Library also provided Outcomes Based Evaluation training and assistance, and completed all mandated reporting.

Local Library Role: Local libraries are vital partners in the program and it is their engagement with the community that determines the success of the program. They help identify community needs and shape the programs offered and are essential coordinators of time and space for the trainings. They coordinate with the project managers of the E-mobile and help promote the programs. In addition, this program created 15 new jobs (approximately 3 per unit) including a project manager, technical support, and instructor.

Additional Resources:

Broadbandexpress@yourlibrary website (general information and helpful links)

<http://www.nysl.nysed.gov/libdev/nybbexpress/index.html>

Press Republican article on the launch of an E-mobile in Upstate New York community

<http://pressrepublican.com/monday/x57648579/InternetXpress-launched-for-library-system>

Plans and final reports of the individual E-mobiles in the Broadbandexpress@yourlibrary

<http://www.nysl.nysed.gov/libdev/nybbexpress/obe/plans/index.html>

Marketing and Promotion

Statewide Library Awareness Initiative

We Geek the Delaware Dream is the transformational phase of the Geek the Library initiative. Delaware Libraries and their partners facilitate transformational opportunities for their communities to explore passions and maximize unique talents to achieve the Delaware Dream. Delaware libraries support these interests with millions of books, movies, music, magazines, newspapers, Internet access, programs, workshops, community collaborations, and more.

State: Delaware

Abstract: Geek the Library is an initiative of OCLC, funded by the Bill & Melinda Gates Foundation. OCLC invested in market research and developed toolkits for interested libraries. After sparking the interest of Delaware residents with billboards and newspaper ads in Phase I, during Phase II residents were asked what they geek and were informed that whatever they geek, the library can support their interests.

Delaware libraries then transitioned to the transformational phase. During this phase, the Delaware Division of Libraries held six Delaware Dream conversations where participants were asked what they geek, then what their dreams are for themselves, their families, their communities and for Delaware. The conversations were held in strategic geographic locations to cover the state and were facilitated by a professional facilitator from the University of Delaware's cooperative extension service.

From these conversations, a mosaic of information was visually depicted by a local artist. Uniquely, Delaware Libraries will classify the feedback according to Dewey because they believe that all library services should be connected and library patrons should be able to quickly understand how to access programs and services. Dewey Delaware Data will also help to showcase library impacts and value to support funding requests..

Geek the Library was slated to take place only during the 2012 calendar year, but was so successful they have opted to leverage remaining resources as long as possible. The actual Delaware Dream Conversations took place over a four month period from September–December 2012. These community conversations intentionally included a cross section of the community to gather broad input. Feedback will be used to develop additional programs to implement statewide.

The Delaware Division of Libraries views digital literacy as an underpinning to all of the literacies required to investigate an interest or achieve a dream, whether through computer research or other basic computer skills.

Funding Map: The Delaware Division of Libraries received materials and program information from OCLC and invested about \$50,000 of non-state or federal dollars in media buys and other programming costs.

State Library Role: With a staff of five people dedicating about 20% of their time over the year, the State Library coordinated all of the Geek the Library campaign efforts from the initial spark phase through the community feedback and transformational phases. They provided the local libraries with outreach materials and guidance for coordinating the Delaware Dream conversations. And moving forward they will provide the libraries with the outputs and support them in new programming.

Local Library Role: Local libraries played an important role in promoting the Geek the Library campaign, including collecting feedback from their patrons and helping to organize the Delaware Dream conversations. They will also be integral in implementing the programming that results from the community feedback.

Additional Resources:

Delaware Division of Libraries Geek Site

<http://lib.de.us/geek/>

OCLC Case Study

http://get.geekthelibrary.org/storage/case_studies/GTL_Case_Study_Delaware_Libraries.pdf

Marketing and Promotion

Statewide Marketing Initiative

NJWorks@yourlibrary is a statewide marketing initiative of the New Jersey State Library (NJSL) that seeks to raise awareness of new career resources and build key partnerships with community and state organizations using a variety of promotional materials.

State: New Jersey

Abstract: The NJWorks@yourlibrary campaign was designed to inform New Jersey residents of the expanded role of libraries in assisting job seekers and small business owners, and the new training opportunities, enhanced broadband capability and increased workstations available at their local libraries to assist in career and business research and support.

NJWorks@yourlibrary provides free and open access to several databases including McGraw Hill's GED Online, Learning Express' Job & Career Accelerator, Gale Cengage's Career Transitions and Small Business Resource Center, as well as access to over 400 NJWorks Career Videos, which provide interactive training sessions that allow participants to address individual employment-related issues at their own pace. Additionally, NJ business owners accessed 7.5 million business information records and market research reports through BTOP funded databases, including Frost & Sullivan reports, amounting to \$23 million in cost savings for NJ's small business community.

To date they have delivered 845 computers to 124 libraries, upgraded broadband in 86 libraries, had nearly 10,000 residents take part in 1,000 job readiness trainings, and 664 librarians attend professional development and resource training.

NJSL recognized that the success of the project was built on the marketing and promotion of the program statewide and locally. With the intention of empowering all libraries by encouraging participation in the marketing, the State Library offered a diverse set of promotions like e-newsletters, print materials, advertising such as bus and tollbooth ads, billboards and building banners that could be personalized specific to the library and with the library's website address. They also used online advertising, announcements, social media and participation in job fairs and other local events.

The three-year plan involved the project announcement and launch and the production and distribution of promotional materials in the first year. The second year, centered on the production of library building banners, billboards, transit and tollbooth ads, as well as attendance at local events. The third year focuses on creating partnerships with community and state organizations, discussing sustainability efforts and seeking efforts to continue the projects. Notable partnerships include New Jersey Department of Labor and Workforce Development, American Legion and the U.S. Chamber of Commerce. Another important ongoing aspect to the promotion are regular visits from the State Library's BTOP Compliance Officer to the libraries to understand what they are doing and to help aid the development of their promotion strategies.

Funding Map: The State Library was awarded a federal American Recovery and Reinvestment Act (ARRA) Broadband Technology Opportunity Program (BTOP) award in the amount of \$7.5 million to invest in tools to expand services to the underemployed and unemployed, the small business community, and to support the economic recovery of the state. The award consisted of a \$5.1 million grant from the National Telecommunications and Information Administration (NTIA) and matching funds of \$1.5 million from the Bill & Melinda Gates Foundation. The Bill & Melinda Gates Foundation gave an additional \$150,000 to the State Library to support E-rate technical assistance, which will help sustain the project's services. There were also a number of in-kind donations from various sources. To promote these services, \$266,000 was allocated to marketing and promotion over the three grant years, July 2010-June 2013.

State Library Role: The State Library provided the infrastructure to help promote the NJWorks@yourlibrary campaign and created a 3-year planning and implementation process. The State Library created and maintained the NJWorks.org website, as well as a separate BTOP site, that provides background details and updates specific to the grant. They also provided a marketing blog with resources and tips for local libraries. A NJWorks@yourlibrary social media campaign was established, with Twitter, Facebook and LinkedIn profiles. To date, the campaign currently boasts 1,044 Twitter followers, and generates lively discussion with its 116 Facebook and 72 LinkedIn group followers. In addition, they provided promotional materials, which could be individualized to each library. They also visited BTOP libraries to determine the challenges they faced and helped with appropriate marketing support from the State Library.

Marketing and Promotion

Local Library Role: Local libraries played an important role in promoting the NJWorks@yourlibrary program by highlighting these services in their communities. This included personalizing and utilizing the materials provided by the State Library, as well as taking advantage of free promotion through the mainstream media and working with partner organizations to help increase knowledge and access to the programs.

Additional Resources:

NJWorks@yourlibrary

<http://njworks.org/>

BTOP Website

<http://btop.njstatelib.org>

New Jersey State Library Marketing Trends Blog

<http://marketing.njstatelib.org/blog/>

New Jersey State Library Marketing Website

<http://marketing.njstatelib.org/>

Marketing and Promotion

Leveraging Government Resources for Promotion

The Idaho Commission for Libraries (ICfL) partnered with multiple government agencies, enabling them to extend their reach to promote new services like increased broadband and upgraded computers, as well as leverage already existing online resources, such as the Idaho Department of Labor's (IDOL) career portal.

State: Idaho

Abstract: As part of the “online @ your library” BTOP grant, Idaho increased broadband connectivity to 55 of the least connected public libraries, upgraded public access computers at those libraries, provided trainings in digital literacy, and increased online statewide resources for the underemployed, unemployed, and students. The ICfL consolidated all the acquired and newly-developed resources for use by Idaho residents at its existing resource portal at LiLI.org. Along with acquiring resources like LearningExpress Library, the ICfL also worked with the IDOL to leverage existing online career resources, the Idaho State Department of Education to incorporate the online math tutoring tools PLATO Learning and Think Through Math (formerly Apangea Math), and Idaho Public Television (IdahoPTV) to develop Scout Video Collections and incorporate it into the LiLI.org portal.

The ICfL also partnered with IdahoPTV and the IDOL to create promotional ads for the new services available to Idaho residents. Partnering with IdahoPTV provided wide exposure as they produced public service announcements (PSAs) at a reduced cost, gave \$800,000 of in-kind services by broadcasting these PSAs statewide on four multicast DVT channels, and featured the “online @ your library” URL on their website, allowing for a greater online presence because the IdahoPTV website generates a high volume of daily hits.

Funding Map: The ICfL was awarded a \$1.9 million BTOP grant with additional funding and in-kind matches from the Bill & Melinda Gates Foundation and Idaho agencies, creating a total budget of \$2,850,347. The ICfL devoted \$270,000 dollars over two years of their BTOP grant to market and promote their services statewide. This included \$20,000 for IdahoPTV's production of fifteen 30-second TV spots, fifteen radio spots, posters, table tents, and bookmarks as well as working with the IDOL to produce one bilingual radio spot, one 30-second TV spot, and posters and rack cards for \$40,000. They also purchased statewide TV and radio spots in English and Spanish for \$115,000 as well as \$30,000 of social media.

State Library Role: The ICfL identified, partnered, and negotiated contracts with government agencies to expand the online career educational resources for Idaho and create the PSAs. They also made additional purchases for promotions, including billboards, bookmarks and fold-up wallet cards, thumb drives for sharing electronic resources, polo shirts to identify Idaho Youth Corps and refugee digital literacy coaches and TV and social media ads.

Local Library Role: Local libraries were featured in some of the PSAs and worked with the ICfL to promote the new services in their community. The libraries also worked with partnering government agencies like the IDOL and Idaho Office for Refugees to implement programs to help public libraries extend the reach of agencies providing services in workforce development, education, digital literacy, and e-government.

Additional Resources:

LiLI Website (website with links to online databases)

<http://lili.org/>

The ICfL website (links to the PSA produced and additional resources)

<http://libraries.idaho.gov/btop-psas>

ICfL BTOP (general grant overview)

<http://libraries.idaho.gov/online>

Evaluation and Results

Statewide Evaluation

The Colorado State Library (CSL) developed an online reporting tool to evaluate their BTOP Bridging Colorado's Great Digital Divide, hired a part-time grant manager to evaluate and promote the results through a variety of means including reports, a website, webinars, an email list and an online newsletter.

State: Colorado

Abstract: The CSL created a partnership between two parts of the State Library, the BTOP team and the Library Research Service (LRS) to evaluate the BTOP project. LRS developed an online reporting tool to collect the monthly information needed from the 50 jurisdictions and 88 public computer center locations. From March 2011 to March 2013, libraries logged into this website with a unique login and password to provide monthly information needed to comply with the grant. The CSL also gathered other useful information such as the number of one-to-one training sessions provided by library representatives. In addition, LRS provided libraries with template class satisfaction surveys for use with attendees to collect programmatic information and stories. The LRS also created a separate survey to gather information about user profiles and how they use the Public Computing Centers (PCCs). In 2012, they collected over 7,000 surveys and compiled the survey results into a report. This report provides snapshots of users so that library decision makers can understand what resources are being used, consider how to staff their libraries, and determine how they can promote these services for the biggest impact.

Having a dedicated grant manager solely responsible for making sure the reporting was completed, was critical to the success of the evaluation program. Reports were submitted quarterly and annually to funders. In addition, participating libraries could access their information and the grant manager compiled reports with specific information gleaned from the data about challenges, successes and best practices. Infographics were created and updated quarterly and were accessible by libraries and other stakeholders. Quarterly reports were also completed by the BTOP team with information on programmatic activities including specific updates on BTOP trainings to library staff. The BTOP staff also provided webinars on data advocacy and used this in trainings to encourage libraries to use the data to form elevator speeches and other advocacy measures.

Funding Map: The BTOP grant funded the evaluation component of the project. This included a 0.5 FTE grant manager position for two and a half years to oversee the collection, analysis, and generation of reports from the data. It also included 40 hours of in-house web development to build the online data collection site with occasional maintenance. They also had an MLIS research intern for \$14,000 over two years, and a \$19,000 contract with a research firm to help administer the user surveys and analyze the results. Finally, 300-400 hours were spent by a research analyst and the Director of Library Research Service to design the data collection, surveys, supervise the research intern, and in other grant related activities.

State Library Role: The State Library was responsible for gathering information required for grant reporting, as well as generating data that would be useful for advocacy and for programmatic knowledge. This included hiring a dedicated grant manager to gather, evaluate, and generate reports quarterly and annually to funders, PCC participants, and create infographics for multiple stakeholders. The foundation of the State Library's effort was their online reporting tool, which was developed in-house.

Local Library Role: Local libraries were responsible for inputting the data on a monthly basis through the customized online data collection tool, with a unique login and password. They were also responsible for administering surveys to their patrons and reporting those results. In addition, they tracked one-to-one assistance with computers and/or job-seeking. Local libraries were also responsible for taking the information gathered to make changes in their programming, or to highlight resources and/or use it for advocacy.

Additional Resources:

CSL BTOP Website (quarterly reports and other data)

<http://www.coloradovirtuallibrary.org/btop/>

Current infographic

<http://www.cde.state.co.us/cdelib/btop/>

Materials for Trainers and Digital Literacy Curriculum

<http://create.coloradovirtuallibrary.org/>

Evaluation and Results

Study of Strategies and Feasibility for Increasing Technology and Internet Access

Leveraging grant money, the Montana State Library (MSL), in conjunction with Montana State University (MSU), conducted a research study titled “Understanding Cost-Effective Strategies for Increasing Technology and Internet Access in Montana Public Libraries”, between April 2012–August 2012.

State: Montana

Abstract: The MSL saw an opportunity to leverage funding from an existing grant to conduct a study that would investigate the feasibility of an E-rate consortium and propose cost-effective strategies for keeping up and increasing technology and Internet access in Montana.

They came up with a three-tiered plan for sustainability and development. The first was to standardize equipment and centralize the information found on various websites into one. The second was a centralized E-rate consortium, and the third a technology support district that would centralize the maintenance of the networks and tech support. They presented the study with a foreword from the MSL, which emphasized that the study was not a mandate, but an academic perspective on issues facing libraries and the starting point of a discussion.

As the project came from a third-party perspective, certain assumptions were made which were not always correct, for example, overestimating the amount of E-rate participation among local libraries. However, there were also useful solutions that the MSL is acting on. One example is the creation of a one-stop website that links together the relevant information found on various websites including resources and funding for technology. It also provided perspectives on other avenues of sustainable growth for the future of Montana’s libraries.

Funding Map: The Bill & Melinda Gates Foundation granted the Montana State Library \$150,000 for E-rate support. Realizing they would only use half of the grant for direct E-rate support, MSL proposed a study which would look at the feasibility of an E-rate consortium as well as other sustainability options for increasing technologies and Internet access. They contracted with MSU for \$60,000 for two researchers to conduct the research, write and present the report.

State Library Role: The State Library determined the scope of the project and vetted the researchers who conducted the study. They also provided a point of contact which was critical to the successful completion of the project, and involved weekly meetings and roughly 20 e-mails per week to successfully answer questions, provide history and culture of the organization, keep focus on the scope and review and approve drafts.

Local Library Role: MSL set up a distribution of local librarians and leaders to bounce ideas off of, and preview models for front-line staff. Local libraries were central to the study, for example, whether they would incorporate CIPA filtering was an important consideration that affected the results of the study. Local library feedback was also important in considering what steps to take from the study.

Additional Resources:

Montana State Library BTOP page

<http://msl.mt.gov/btop/>

Results of the study for The Montana State Library

<http://msl.mt.gov/BTOP/InternetStudyFinalwForward.pdf>

Evaluation and Results

An Online Survey Tool to Evaluate Technology Use

An online survey tool developed by the University of Washington provides a survey, analysis of the data, as well as customized advocacy material to help libraries evaluate technology services at their library and provide the tools to present their material to policy makers.

State: Washington

Abstract: The Impact Survey was first created and used in 2009 by the University of Washington (UW) as part of the Opportunity for All research study which examined the impact of public technology and libraries' roles in public Internet access. In that effort, public libraries across the country were involved in helping collect patron-level data by using a web survey tool the UW designed especially for the project. The web survey supplemented findings from a national phone survey.

The survey developed for Opportunity for All focused on activities patrons engaged in using public library computers and the outcomes they were able to achieve as a result of having access. The survey tool developed for use by public libraries was successful enough that they decided to turn it into a tool that could be used by all libraries to evaluate public access technology services. The first public version of the Impact Survey was piloted in 2011; currently the tool is undergoing extensive improvements that will make it even easier for libraries to collect patron-level outcome data.

The survey tool is simple to use: libraries login at the Impact Survey site, fill in data about their library, and then receive simple cut-and-paste code that inserts banners and buttons to connect patrons to the library's unique survey. After offering the survey for 2-6 weeks (depending on the library's population size), the library removes the code and then is able to download full-color reports generated from the survey data. They are also provided with public advocacy tools in the form of various custom-generated reports, downloadable data for further analysis, and training videos on how to present the information to policy makers. In addition, by using the Impact Survey, libraries will fulfill many of the requirements for Edge Benchmarks and libraries will earn points on the Edge Benchmark assessment. This survey will be available with a national rollout and promotion in June of 2013 and there will be presentations and demonstrations from May-December.

Funding Map: The Impact Survey is being funded by the Bill & Melinda Gates Foundation. For the first year, the tool will be free for use, after which time it is expected to become self-sustaining. To generate income to maintain it, a low-cost subscription plan will be put in place. Libraries participating in Edge will always have free access to everything they need to earn points for the Edge Benchmark assessment, however the free subscription will have a limited number of reports and other materials generated from the survey results. Libraries subscribing to the Impact Survey will have access to a greater number and variety of reports and communication materials. The nominal sliding scale cost depending on the size of the library is still being determined. Statewide licensing will be available for a substantial discount.

State Library Role: State libraries will have access to a State Library Portal that will show them which libraries in their states have signed up for or used the Impact Survey. State libraries will be able to view the reports and data from all their participating libraries, and will also be able to download their complete data individually and in aggregate. State libraries will also be provided with custom aggregate reports that show statewide survey results for advocacy use and to coordinate technology programs and other efforts across the state.

The UW will work closely with state libraries that wish to coordinate statewide efforts to roll-out and promote the survey in public libraries across their states. Such a coordinated campaign at the state level can be timed to coincide with budget cycles and other awareness campaigns, and can help increase the response rate. State libraries will then be able to put the data and reports to use immediately in advocating for libraries in their state.

Local Library Role: Local libraries will login to create an account, install a link on their webpage, run the survey and promote it to patrons so there will be enough participants to generate data, take the link off after the survey time has finished, and then determine which reports and communication materials they need. They will also determine which subscription option makes sense for their library and how they will use the communications materials for advocacy purposes.

Evaluation and Results

Additional Resources:

Impact Survey (information on the Impact Survey, advocacy tools, library benefits, and FAQs)

<http://impactsurvey.org/>

U.S. Impact Study (links to papers and research, bibliographies, projects, and toolbox of resources from the researchers who developed Impact Survey)

<http://impact.ischool.uw.edu/>

Executive Summary of the Opportunity for All public library technology study

http://impact.ischool.washington.edu/documents/OPP4ALL_ExecSumm.pdf

Advocacy and Storytelling

Impact Video Project

The Montana State Library (MSL) produced three videos spotlighting the role of libraries in their communities.

State: Montana

Abstract: In partnership with several public libraries in Montana, the MSL successfully produced three videos that feature the themes of Bringing Technology to Montanans, Providing a Foundation for Businesses and Families, and Supporting our Communities through Change and Challenge.

Having already worked with a local marketing company on a Public Service Announcement (PSA), the State Library had a good partner in production since the company already understood libraries and their communities. Through their monthly reporting structure and the libraries' "brag stories", the State Library identified common themes in libraries as well as myths they hoped to break. Six themes were prioritized and eventually three were selected that provided the best stories. The next step was to identify the libraries and get their approval. Part of this process was to ensure that they covered different parts of the state as well as libraries of different sizes.

The MSL gave the production company latitude but provided them with guiding questions to use. Critical to the success of the project was having a library advocate from the State Library on site for all of the filming. This ensured that video participants were comfortable and that messaging was on target.

From start to finish, the project took about three months. Once complete, MSL provided libraries around the state with a toolkit for how to use the videos for advocacy purposes such as hosting watch parties and creating sample press releases.

Funding Map: With about \$30,000 of E-rate funding left over, the state library got permission to use the funds for this project. This covered all of the production costs.

State Library Role: The MSL staff spent about 10 hours per week for eight weeks, not including the shooting of the videos. Each video shoot took about 12 hours onsite at the respective library. They were responsible for coordinating with the libraries, managing the production company and creating the toolkit for promoting the videos at the local level.

Local Library Role: Local libraries dedicated about 8–10 hours in logistics planning for the video shoots. They were also responsible for identifying local video participants such as patrons and key stakeholders. This also helped the local libraries solidify these relationships.

Additional Resources:

Video Toolkit

<http://msl.mt.gov/WhatsYourStory/LibraryHumanImpactVideosToolkit.pdf>

Videos

<http://www.youtube.com/user/MTLibrarynext?feature=watch>

Advocacy and Storytelling

Statewide Technology Conference

The Nebraska Library Commission (NLC) organized a two day Technology Planning Summer Camp that addressed library technology planning topics for public libraries in 2011 and 2012.

State: Nebraska

Abstract: As part of the grant, this technology “summer camp” was open to all libraries in the state (up to three staff per library). The goals of the camp were to provide an in-depth training on technology and technology planning through presentations and group conversations. Topics included sustainability, creating technology plans, advocacy, marketing public computer centers, fundraising, Edge Benchmarks, TechAtlas, CIPA, filtering, introduction to basic E-rate, and ADA software demos. Participants were also eligible to earn up to 10 continuing education credits. The event was promoted through the website, NLC blog, mailing lists, and targeted emails to libraries in the Library Broadband Builds Nebraska Communities project - Nebraska’s public computer center project funded through the NTIA Broadband Technology Opportunities Program (BTOP).

As part of the BTOP grant, all costs were covered for BTOP library attendees while other attendees were responsible only for hotel and travel. The organization of the conference differed slightly over the two years. The first year the conference was held in four sites simultaneously throughout Nebraska. Speakers were broadcast from the main location in Lincoln to the three other sites, as well as from remote locations through the GoToWebinar online meeting software. Proceedings from this event were recorded and placed online on their blog. They also had NLC staff and Regional Library System administrators at the remote locations for oversight and continuity. There were 159 attendees the first year. NLC changed the model for delivery the second year with the camp held at three locations, at three separate times, to create more connection for attendees. There were 194 attendees the second year.

Funding Map: Matching funding for the project was received from the Bill & Melinda Gates Foundation, in conjunction with the BTOP grant. The Nebraska Library Commission budgeted \$4,000 for marketing for the first year and \$2,500 for the second year, and \$40,514 for training costs for the first year and \$38,880 for the second year which included items like swag, catering, hotel rooms mileage, an ADA demo and the cost of one of the venues. Although, a bit over budget on the first camp, some of these costs were the result of bulk orders for materials that would be used again for the next camp, and of the learning curve in organizing such a large event.

State Library Role: The BTOP group consisted of ten NLC staff; three from this group became the main organizers of the first camp and reported to the larger group for feedback. For the second camp, all ten members of the BTOP team worked together planning the event. They also had a Tech Support advisor as well as a Graphic Designer to help with branding. The events took roughly 8 months to plan, with meetings happening every other week to maintain focus and keep on track. They arranged locations for the event, catering, good state rates at hotels, agendas, speakers and promotion of the event.

Local Library Role: Participation by the libraries was critical to the success of the events, as the intention was to have attendees learn from each other by sharing experiences, tips, ideas, problems and solutions. BTOP libraries were priority attendees for the events since technology planning was an important aspect of the grant.

Additional Resources:

Technology Planning Summer Camp (the official Blog with agendas, speakers, and resources)

<http://nlcblogs.nebraska.gov/tpsc/>

Advocacy and Storytelling

Public Access Technology Benchmark Program

Pennsylvania is participating in a national pilot of the Edge Benchmarks, which provide libraries with tools for assessing their use of technology, management of technology and community engagement.

State: Pennsylvania

Abstract: The Edge Initiative is a voluntary assessment program that includes benchmarks, best practices, tools and resources that support continuous improvement and drive reinvestment toward public technology. Edge gives libraries the flexibility to grow and plan for the future.

Pennsylvania is one of seven states participating in the soft launch of the Edge Initiative which began in June 2013. National rollout will begin in January 2014. In Pennsylvania, twenty libraries will use the online assessment tool for assessing their technology against 11 technology benchmarks that are organized into the categories of Community Value, Engaging the Community and Decision-Makers, and Organizational Management. Libraries will have access to the online assessment tool, resource guide case studies, training, and reporting tools.

Key to the Edge Initiative is advocacy support. Libraries will be provided with templates and tips for how to leverage regional statistics, benchmarks, and their respective library data to engage with their community and decision makers. With this information they will be better equipped to tell their story, both statistically and anecdotally.

Pennsylvania also has in-person meetings and webinars planned as well as regional cohorts to support the successful implementation of the Edge Initiative. Their focus will be on gaining support and reinvestment in their public access technology, all through advocacy made possible with the Edge Initiative.

Funding Map: Pennsylvania State Library is incorporating the Edge Initiative into how they do business. In their overall strategy it is considered an important component of how they support their libraries. For the soft launch that is supported by Edge, they will also receive trainings on how to implement the assessment tool and other resources.

State Library Role: The State Library is providing guidance to the libraries and support for how to leverage the Edge Initiative resources. They will also use statewide data to identify areas where funding could be helpful in their state. Three existing staff on the Library Development team will dedicate most of their time to this effort.

Local Library Role: Local libraries are at the heart of this initiative. Their participation at the leadership level is critical to the success of the Edge Initiative implementation. It is at the local level that libraries will use the assessment tool and leverage the resources and templates to tell the story about public access technology in their communities.

Additional Resources:

Edge Initiative

<http://www.libraryedge.org/>

This Appendix is part of the [State Library Guidebook: Support for Digital Literacy in Public Libraries](#) which was created under a grant from the Institute of Museum and Library Services. The guidebook was created in partnership between WebJunction and the Illinois State Library, the Mississippi Library Commission and the West Virginia Library Commission.



WebJunction's vision is to be the place where the library profession gathers to build the knowledge, skills and support we need to power relevant, vibrant libraries. Our mission is to promote learning for all library staff by providing open, affordable online learning communities.



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The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. Through grant making, policy development and research, IMLS helps communities and individuals thrive through broad public access to knowledge, cultural heritage and lifelong learning.