

# State Library Guidebook: Support for Digital Literacy in Public Libraries



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This guidebook has been designed so that relevant sections can be printed without printing the entire document. The sections have also been individually paginated.

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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.





# Introduction

State library agencies provide strategic and programmatic support to public library institutions to benefit local communities and help transform people’s lives. Statewide planning by state library agencies helps prioritize resources and support based on common and pressing needs across public libraries. Digital literacy is a critical area of need for support that has been growing in importance for public libraries in serving their communities. Digital literacy will continue to evolve as a necessary skill-set for individuals, organizations, and communities to have in order to participate in our ever more connected society.

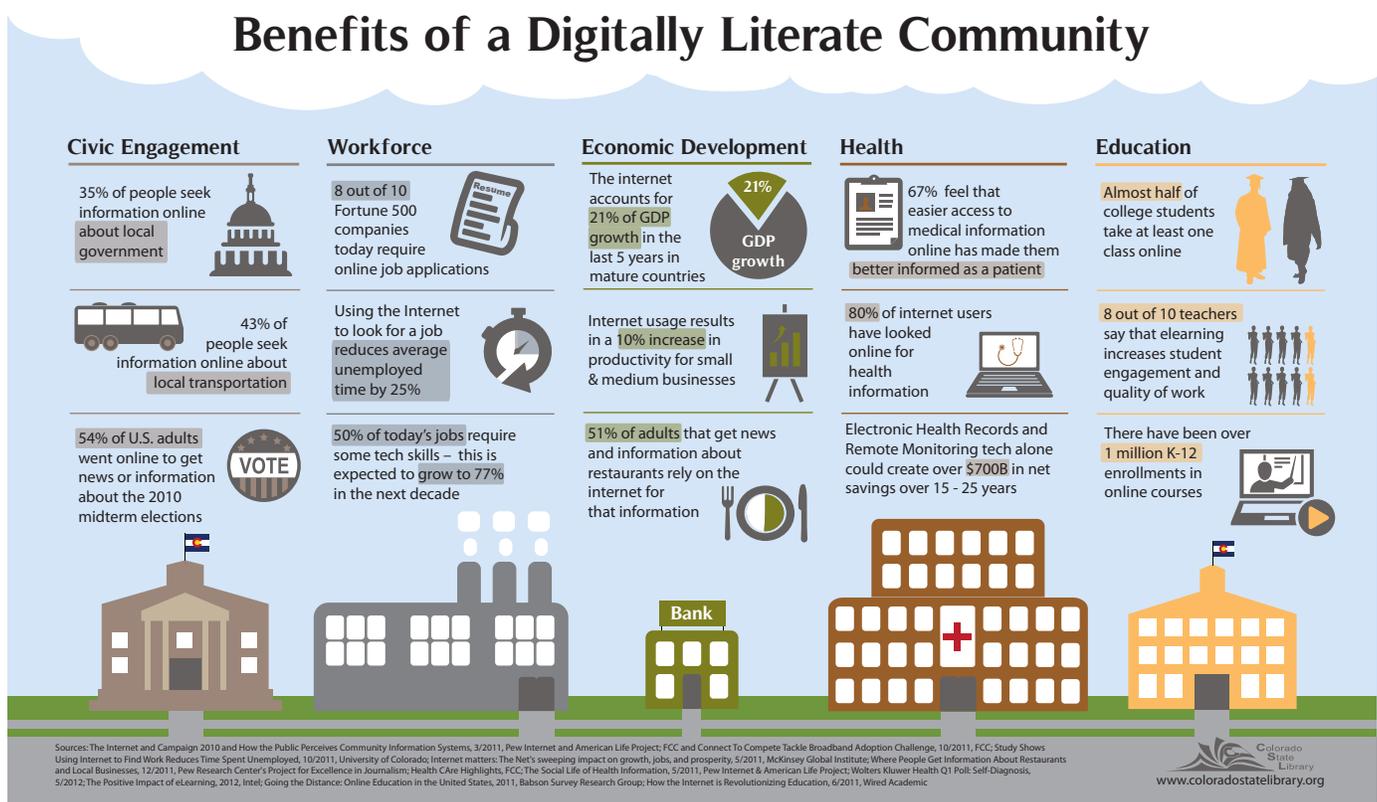
In their January 2013 [Digital Literacy Task Force Report](#), the American Library Association Office for Information Technology Policy (ALA OITP) defines digital literacy as the following:

*“Digital literacy is the ability to use information and communication technologies to find, understand, evaluate, create, and communicate digital information, an ability that requires both cognitive and technical skills.”<sup>1</sup>*

The report goes on to outline the significance of digital literacy to individual and community success, noting that:

- “The public’s attainment of twenty-first century digital literacy skills is essential if the United States is to compete economically, educationally, and intellectually in the global environment.
- Two major federal initiatives—the National Broadband Plan, released in 2010, and the Broadband Technology Opportunities Program, initiated in 2009—focused national attention on digital inclusion and spurred government agencies to develop policies and programs to expand broadband access and adoption as one important component of digital inclusion.
- Broadband Internet access is essential, but access alone is not enough. Basic computer skills and high-level cognitive skills for finding, evaluating, ethically using, creating, and sharing information also are required for digitally inclusive communities.
- The Federal Communications Commission (FCC) estimates that 66 million people in the United States lack basic digital literacy skills.
- To fill the gap for library users who lack access to the Internet at home or need assistance in using it, public libraries offer resources, technology, and services to people of all ages and abilities across the country.”<sup>2</sup>

Digital literacy benefits communities in many different and valuable ways. The infographic below, created by the Colorado State Library, shows the range of benefits from civic engagement to education.<sup>3</sup> Public libraries across the nation have been actively building digitally literate communities through relevant digital literacy services and free public access to technology.



“Benefits of Digitally Literate Community,” Colorado State Library, used under a Creative Commons Attribution-ShareAlike license: <http://creativecommons.org/licenses/by-sa/3.0/>

State library agencies are well-positioned to foster an open and encouraging environment for local public libraries to expand capacity in response to digital literacy needs in their communities. Equally important, state libraries can be strong advocates for the essential digital literacy services provided by libraries and promote partnerships for digitally inclusive communities.

This guidebook has been created specifically for state library agencies to use in exploring and considering potential state-level investments and partnerships that advance digital literacy efforts. It is comprised of three primary sections: 1) an overview of the current state of digital literacy in public libraries; 2) a proposed framework for considering specific types of digital literacy supports; and 3) a sample planning process designed for state library agencies. The guidebook is designed as a reference tool, rather than a prescriptive roadmap for state library agencies.

The content of this guidebook is based on multiple sources of information and project-based experience. National program models and survey data were examined to understand trends and resources. A digital literacy planning process was piloted by OCLC's WebJunction and partner state library agencies in Illinois, Mississippi, and West Virginia. Interviews with local public libraries provided case studies of digital literacy services and needs. State library agencies across the country provided ideas for possible digital literacy supports and specific examples of state-level investments. Relevant resources have been provided both within the guidebook itself and as appendices or links to external content where appropriate.

We hope that the experiences of state and public libraries captured in this guidebook inspire new investments and partnerships that advance digital literacy across the nation.

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1. Digital Literacy, Libraries, and Public Policy: Report of the Office for Information Technology Policy's Digital Literacy Task Force – January 2013. Pg. 2
2. Digital Literacy, Libraries, and Public Policy: Report of the Office for Information Technology Policy's Digital Literacy Task Force – January 2013. Pgs. 2, 3, 16
3. Colorado Infographic available via Creative Commons License; [http://www.cde.state.co.us/cdelib/BTOP/download/pdf/bbp\\_dec2012.pdf](http://www.cde.state.co.us/cdelib/BTOP/download/pdf/bbp_dec2012.pdf)



# Digital Literacy Planning in Action

Finding time for focused planning is fundamental in order to identify and prioritize the opportunities for potential state library action. WebJunction partnered with state library agencies in Illinois, Mississippi and West Virginia to design and pilot a planning process for expanding digital literacy supports. This section of the guidebook reviews the basic elements of a recommended planning process along with things to consider based on what worked well with these state library agencies.

## **Step 1: Review existing state library priorities and supports for digital literacy**

Objective: Familiarize team and stakeholders with existing state library priorities, resources, programs and partnerships that support digital literacy efforts.

## **Step 2: Assess the current status of digital literacy efforts, statewide and within local libraries**

Objective: Deepen understanding of current state of digital literacy services and infrastructure in local libraries.

## **Step 3: Discuss common challenges and desired state library support**

Objective: Ensure digital literacy planning focuses on the most important local library needs and the highest value state library support options.

## **Step 4: Brainstorm potential new state library investments in resources and partnerships for digital literacy**

Objective: Explore how your state library might further support digital literacy services in public libraries given local library needs and state-level priorities.

## **Step 5: Scan the state and national landscape for digital literacy resources**

Objective: Consider initiatives, projects, and funding sources at both the state and national levels that could be leveraged by the state library.

## **Step 6: Prioritize support ideas for further exploration**

Objective: Narrow down the brainstormed list of possibilities into a smaller set for further research and exploration.

## Stakeholder Engagement

Intentional stakeholder engagement can result in a more informed planning process that brings a broader view, fresh perspectives, and creative ideas for advancing digital literacy in your state. For the state library, it expands awareness of community needs, existing resources, and potential partners at the state and regional levels. For library representatives, it provides an opportunity to share local perspectives on digital literacy efforts, challenges, and possible state library supports. For other state agencies and organizations, it strengthens understanding of library services and surfaces new possibilities for working together.

Each partner state library took a unique approach to engage stakeholders in their planning process and obtain a variety of diverse and valuable perspectives. For example, the West Virginia Library Commission included representatives from public libraries and other state agencies in the facilitated planning meeting. They found that this engagement provided: “...a great opportunity to explore the perceptions and needs of libraries in the field. It was also an opportunity for non-library participants to expand knowledge about the roles libraries play.”

There are several key factors to consider as you design stakeholder engagement for your planning process. As you review the recommended steps in this guidebook, think strategically about the following questions:

**When:** At what points in the process do you want to engage internal and external stakeholders? What reasons or benefits are there for this engagement?

**Who:** What perspectives do you want to obtain in terms of groups, organizations and individuals? We suggest that you consider a wide range of internal and external stakeholders such as:

- State library agency representatives (library development consultants, technology support staff, talking book and braille staff, state library trustees and advisors)
- Public and school library representatives (a range of library types and sizes, library system leaders, state library association leaders)
- Other state government agencies and committee representatives (State broadband planning groups, Department of Education, Community College Commission, Economic Development, Community Service Agency)
- Nonprofit and community-based organizations (Centers for nonprofits, 4H clubs, AARP, corporate foundations)

**How:** In what way do you plan to engage each stakeholder? Possibilities include advisory group membership, planning meeting participation, focus group invitations, and interview and survey requests, among others.

Setting clear expectations about what you hope to achieve through stakeholder engagement is critical so you can more effectively determine which stakeholders to engage and how to best do so. It also enables you to provide stakeholders with important context about what you are hoping to accomplish and how their involvement supports success.

# Step 1: Review Existing State Library Priorities and Supports for Digital Literacy

**Objective:** Familiarize team and stakeholders with existing state library priorities, resources, programs and partnerships that support digital literacy efforts.

Reviewing existing state-level priorities and specific supports for digital literacy provided by your state library agency will provide a strong foundation for planning while ensuring strategic alignment.

## Strategic and Annual Plans

We suggest gathering and reviewing existing plans for the state library that provide support for public access to technology and digital content. This includes the latest Library Services and Technology Act (LSTA) plan as well as the current state library budget materials. Take time to look beyond library development to relevant services and resources provided by other state library departments, such as a Talking Book and Braille Center. Looking through a digital literacy lens, pull together lists of the following information from across the materials reviewed:

- **Goals and priorities:** What is the state library committed to achieving that will advance digital literacy in our libraries and communities? What are the highest priorities?
- **Resources and programs:** How is the state library spending funds to support digital literacy efforts statewide and at the local level? What specific programs and projects have a focus or partial focus on digital literacy?
- **Partnerships and affiliations:** Who is the state library already working with on digital literacy issues at the state and regional levels? Think about partnerships, committees, advisory councils, grant programs, and other types of relationships.

## Facilitated Discussion

It's important to discuss the findings about existing priorities and supports with your state library team and selected stakeholders, as appropriate. We found that a facilitated discussion both raises awareness for participants and surfaces less obvious investments in digital literacy. As stated by one of our state library partners, *"We spent more time than we expected on the first objective, but that was a good thing. It was useful to get a very concrete handle on where we currently stand with digital literacy support and partnerships."* Provided below are sample snapshots of what surfaced during planning sessions with the project partner states.

### Illinois

- ILEAD U: training program for 40 library staff that covers technology skills and Internet-based services to meet community needs
- Illinois Department of Commerce and Economic Opportunity: grant program supported by the state library that provides free equipment, program funding, and 15 hours of training for local libraries
- First Search statewide database subscription
- Partners for Connected Illinois: broadband stakeholder group that plans to provide grants for broadband connectivity
- Illinois middle mile fiber deployment project funded by the federal Broadband Technology Opportunities Program (BTOP)

### Mississippi

- e-BEAT: Mississippi State University's Broadband Education and Adoption Team provides regional training to library staff plus training at the library's request, to the general public

- Digital Opportunities Trust program (AmeriCorps grant): public libraries receive an intern to support tech learning for staff and public
- AARP: help people do their taxes via computers at local libraries
- Local community colleges: local and regional programs provide training at libraries
- Computer Clearinghouse: government and organizations donate gently used computers to local libraries

### **West Virginia**

- State Broadband Planning Group: focus on broadband mapping and infrastructure
- State Office of Technology: federally-funded Broadband Technology Opportunities Program (BTOP) project for middle mile fiber deployment, including high capacity routers for public libraries
- WorkForce West Virginia: federally-funded BTOP project purchased additional computers for libraries complete with workforce-related applications; plan to provide training for library staff on applications
- WorkForce West Virginia: provided state budget funds to help purchase regional office subscription for LearningExpress with addition of time tracking module

## Step 2: Assess the Current Status of Digital Literacy Efforts

**Objective:** Deepen understanding of current state of digital literacy services and infrastructure in local libraries.

It is important to obtain meaningful information to set the context for your planning process, and to take the time to review it carefully. This may include an analysis of information available from within the library field, as well as external sources. You may also wish to create your own assessment process.

As part of any planning process, it's good to start with reviewing various sources of data and research to understand the current state. It's also valuable to conduct a needs assessment through surveys, interviews, focus groups or other methods. These facts and perspectives are powerful tools to inform analyses and decision-making. To inform state library planning, you might leverage several valuable sources of data and information on digital literacy services in public libraries:

- First, national data from the most recent [Public Library Funding & Technology Access Study](#) (PLFTAS) can be used as a benchmark by comparing the national findings with state-level reports.
- Second, aggregate findings from the Digital Literacy Survey completed by public libraries in the three project partner states, Illinois, Mississippi, and West Virginia, are available to review. The summary of findings can be found in Appendix A and the survey questions are provided in Appendix B. It might be valuable to complete a similar survey in your state.
- Third, case studies are provided in Appendix C for nine local public libraries in project partner states to provide a better picture of various local approaches and experiences with digital literacy services for different populations served.

### National Data on Public Library Services

The Public Library Funding & Technology Access Study (PLFTAS) has been supported since 2006 via a partnership between the American Library Association (ALA) and the Bill & Melinda Gates Foundation. The data can be used to inform funding needs and constraints, the digital divide between urban and rural communities, library integration of mobile applications and social networks, and heightened requirements for digital literacy services and skills training.

The Public Library Funding & Technology Access Study 2011–2012 [website](#) is a robust source of information. It includes valuable tools in addition to the [executive summary](#) and [full report](#). There is a [press kit](#) with information and graphics relevant for sharing with different stakeholders. [Individual state summary data](#) is provided for state library agencies to reference in their own assessment of local library services and funding.

Key findings from the press kit, executive summary, and full report state that from a national perspective:

- **62%** of libraries report that they are the only source of free Internet access in their communities.
- More than **90%** of public libraries offer formal or informal technology training.
- **91%** of public libraries provide free Wi-Fi, and **74%** of libraries report use of Wi-Fi increased in 2011.
- Over **60%** of libraries report increased use of public access workstations.
- **65%** of libraries report having an insufficient number of public computers to meet demand.
- **57%** of libraries report flat or decreased operating budgets in FY2011.
- For the third year in a row, **40%** of state libraries report decreased state funding for public libraries.<sup>1</sup>

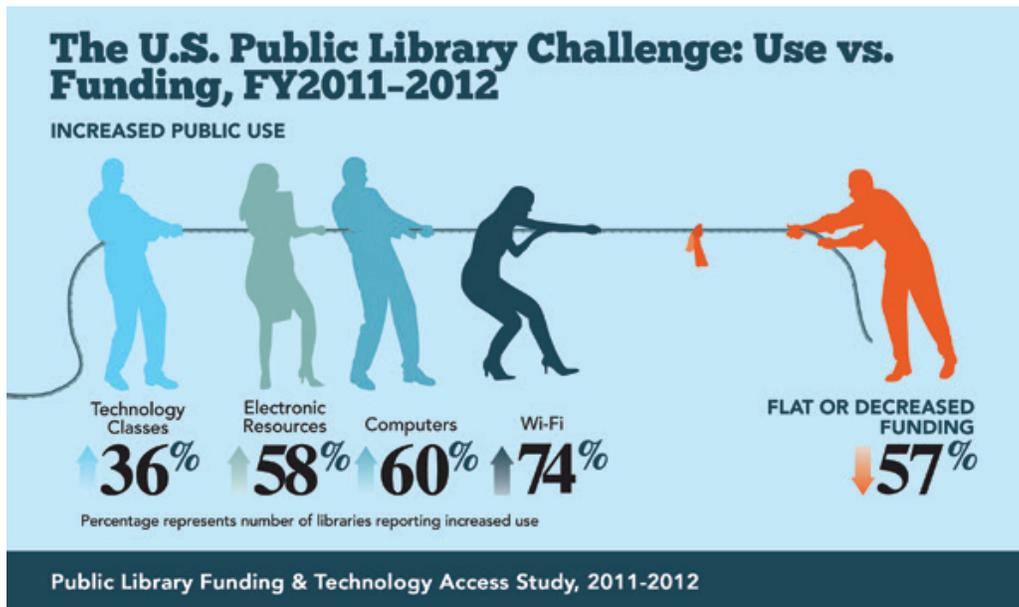
In addition to highlighting increased demand for digital literacy services, PLFTAS data illustrates the diversity of support provided to patrons using online services and resources. The PLFTAS Executive Summary states that library services for job-seekers include:

- Access to job databases and other online job resources (**92.2%**)
- Patron assistance to complete online job applications (**76%**)
- Collaboration with outside agencies or individuals to help patrons seek or attain employment (**34.3%**)

It also reports that public libraries continue to expand e-government assistance as well as partnerships with other agencies to support these services:

- Almost all libraries (**96.6%**) provide assistance to patrons applying for or accessing e-government services
- Over **70%** of libraries report that staff provide assistance in completing government forms
- Nearly **31%** of libraries partner with government agencies, non-profit organizations, and others to provide e-government services

The realities of increased demand for digital literacy services and decreased funding resources challenge all of us to consider better ways to support local libraries. The individual state summary data was used in the project partner states to examine trends, celebrate progress, and surface gaps and potential local library needs. Library development staff contributed stories from their work with local libraries to bring the data to life and challenge some assumptions. This review helped us get the digital literacy conversation started and develop a common perspective on the current state.



## Digital Literacy Survey

Public libraries in the project partner states provided thoughtful input in the form of survey feedback and case studies to help inform our understanding of needs and opportunities at the community level, which also contributed to the development of the framework of support and related digital literacy planning approach presented later in this guidebook.

WebJunction partnered with the state library agencies in Illinois, Mississippi and West Virginia to better understand the current context of digital literacy training and assistance provided by local public libraries. Local library perspectives on the challenges they face and opportunities to better serve their communities are critical to informing state-level programs, resources, and partnerships. The Digital Literacy Survey was created and distributed in the fall of 2012 to provide more in-depth context and perspectives on digital literacy efforts by local public libraries.

At the time of analysis, 458 unique respondents representing local public libraries in Illinois, Mississippi and West Virginia

provided feedback regarding the training and assistance they offer to library patrons and partners and the types of support they desire to expand existing services.<sup>2</sup> Of the 458 survey respondents from Illinois, Mississippi, and West Virginia, 80% reported working in libraries serving smaller communities up to 25,000 people. 20% reported working in libraries serving larger communities with 25,000 people or more. Based on survey feedback, it is clear that public libraries are working diligently to meet the imperative for digital literacy training and assistance in their communities.

Survey feedback was assessed for individual project partner states to inform their own initial digital literacy expansion efforts. In Appendix A, there is a summary of survey findings to key questions aggregated from across the three state reports, with some response breakdowns to show variation. A comparative review of these aggregate findings as a team can facilitate a discussion about the current situation in your state.

In addition, your state library might consider conducting a similar digital literacy survey with your libraries. In Appendix B, you can find the full set of questions from the survey used with project partner states.

## Local Library Case Studies

Digital literacy is a community issue, and as the resource center of many communities, libraries are challenged to provide valuable digital literacy and information technology services in an increasingly complex field. Three public libraries in each project partner state were chosen for a digital literacy case study. Together, they highlight different conditions and approaches to addressing community needs and surface various challenges to expanding local library services.

A brief summary for each library is provided below and the full text of the detailed case studies can be found in Appendix C. The case studies capture the following information: quick facts about the library, community needs assessment, digital literacy at work, making it happen, librarian insights, and a look to the future.

### Illinois

**Carbondale Public Library:** Making recent technologies accessible to students who have limited access to technology, the Project Next Generation program has been a great fit for Carbondale Public Library. They leverage this program to increase their technology training capacity for the often overlooked 5<sup>th</sup>–8<sup>th</sup> grade demographic.

**Chicago Public Library:** Chicago Public Library had a very strategic approach to operationalizing projects and creating partnerships. This has led to clear decision-making processes and increased capacity on relevant projects. They've also integrated their grant-funded CyberNavigator program into a standard part of how they support the digital literacy efforts in their community.

**Naperville Public Library:** When Naperville Public Library suffered severe budget cuts between 2009 and 2012 they had to get creative with how to continue to offer digital literacy services to their community. The library developed new ways of providing individual support to their patrons beyond the standard training classroom and created consecutive in-depth training sessions for specific learners.

### Mississippi

**Columbus-Lowndes Public Library:** Careful planning combined with harnessing content opportunities resulted in the successful deployment of a mobile training lab and relevant technology training for this Mississippi community.

**Jackson-George Regional Library System:** The library training program illustrates the value in having a professional technology trainer on staff enables them to clearly understand community technology training needs, and address these needs by leveraging in-house staff in conjunction with a state-funded technology training partnership, they have also been creative with their space in order to provide training without having a dedicated training lab in every building.

**Waynesboro-Wayne County Library System:** Through a state-funded program Waynesboro-Wayne County Library System is providing their community with an online job search experience that is not available elsewhere in their county. To support the very specific needs of job searchers, the library staff employs a one-on-one model to help patrons.

## West Virginia

**Martinsburg-Berkeley County Public Library:** With a belief that learners have individual needs and often learn at a different pace, Martinsburg-Berkeley County Public Library offers a self-paced technology training model. This model is supported by technology helpers in the computer lab.

**Mary H. Weir Public Library:** By leveraging the national AmeriCorps program, the Mary H. Weir Public Library significantly expanded digital literacy capacity in their library.

**Raleigh County Library:** In 12 short months, this library has gone from being mainly a book depository to a dynamic community partner. Through a keen focus on educating patrons coupled with bringing their technology up-to-date, the library is raising the level of digital literacy in their community.

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1. Graphic is from Key Findings at PLFTAS press kit site: <http://www.ala.org/news/mediapresscenter/presskits/plftas12>
  2. 305 respondents from Illinois, 72 from Mississippi and 81 from West Virginia

## Step 3: Discuss Common Challenges and Desired Support

**Objective:** Ensure digital literacy planning focuses on the most important local library needs and the highest value state library support options.

Local libraries face many types of challenges in implementing or expanding digital literacy services. There are different ways that state library agencies can address these challenges through digital literacy supports that go beyond direct funding or grants. It's important to surface and examine the extent of specific challenges statewide or within different groups of libraries. At the same time, the state library needs to obtain input about what types of support would be valuable to local libraries and assess the level of demand.

### Needs Assessment

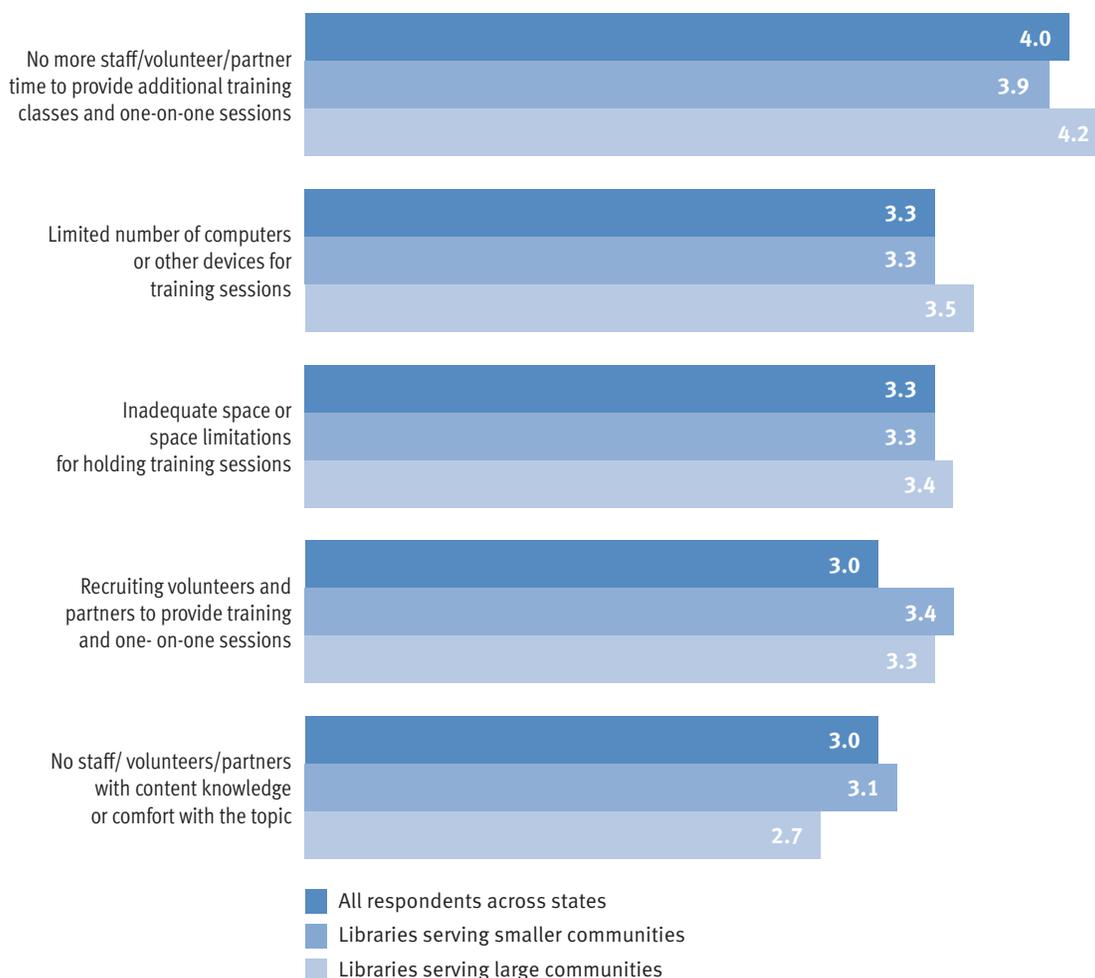
As described in Step 2, public libraries in the project partner states completed a *Digital Literacy Survey* that informed their understanding of the challenges at the local level and surfaced recommendations for state library supports. The findings were very similar across the three partner states of Illinois, Mississippi and West Virginia. There was also common variation between responses from libraries serving large or small communities. Your state library might want to complete a similar survey using the questions provided in Appendix B.

Another approach is to facilitate discussions with your state library team and/or selected stakeholders about the key aggregate findings from the *Digital Literacy Survey* conducted in project partner states. Participants could react to the findings by identifying common challenges that exist in your state and surfacing other needs they know about in local libraries. They could also assess whether any of the recommended types of state library support might be relevant for your state. To support these discussions, we captured the main findings about common challenges and desired support below.

### Digital Literacy Survey Findings: Challenges and Supports

We asked public libraries to identify the significance of several possible constraints to expanding the library's training/assistance on information technology and digital literacy. A 5-point scale was used to rank each pre-defined item [1 = not a constraint, 3 = minor constraint, 5 = major constraint]. Among the three project partner states, the issues presented in the next table were identified as constraints (rated at a 3.0 or above).

### Constraints to Expanding Library Training and Assistance



Note: Numbers indicate weighted averages for each category across all partner states and by size of population served.

We then asked survey respondents to identify via an open-ended question how their library would improve or expand community access to information technology and digital literacy training if resources were not an issue. Respondents consistently identified themes regarding *increased training offerings, more trainers and 1:1 coaches, and improved technology capabilities/training facilities* as clear capacity extenders.

### Themes for Public Libraries to Improve/Expand Community Access

Theme	Total Related Responses via Open-Ended Question	% of Total Survey Respondents (n = 458)
Training offerings	165	36%
Trainers and coaches	91	20%
Technology capabilities/training facilities	78	17%
Marketing and promotion	14	3%
Advocacy and storytelling	2	< 1%
Evaluation and results	0	0%

Provided below are illustrative comments from survey respondents for each major theme regarding how public libraries would like to improve or expand community access to information technology and digital literacy training if resources were not an issue:

## Training Offerings

- “In this area there is a need for one-on-one training as opposed to class style. Patrons seem to have specific needs such as how to use e-mail, fill out forms, etc.”
- “If resources were not an issue, we would love to offer a once a week training course open to the public that covers a variety of information technology and digital literacy topics. The need is apparent in the community and we have had requests in the past, but we lack the funding and resources to follow through with such a program.”
- “Work on promoting several computer training classes following a sign-up for the technological needs. Many need the basics while others have further knowledge and only need to increase their knowledge.”

## Trainers and Coaches

- “I would like to have a staff person who would be responsible for technology training as well as oversee the system’s computers. This person could conduct mini-classes offsite on computer literacy topics as well as how to use library resources.”
- “We would hire someone to do the trainings, other than the librarian whose time is at a premium, if we can find someone who would be willing to come out to this rural community to teach it.”
- “We need to find volunteers with the correct knowledge to give their time to help teach technology to our patrons.”

## Technology Capabilities and Training Facilities

- “If resources were not an issue we would have more of a lab set-up rather than scattered computers and dedicated hours to assist patrons as well as a standard schedule of classes people could rely on.”
- “Multiple study rooms with various equipment/technology.”
- “I would love to have a technology lab for more private instruction.”

Survey respondents were also asked to identify via a subsequent open-ended question one thing their state library agency could do to expand or improve their library’s ability to offer more training and assistance to patrons beyond direct financial support. Respondents prioritized the same themes for state-level supports: *increased training offerings, more trainers and 1:1 coaches, and improved technology capabilities/training facilities.*

**Themes for State Libraries to Support Public Libraries in Improving/Expanding Access**

Theme	Total Related Responses via Open-Ended Question	% of Total Survey Respondents (n = 458)
Training offerings	115	25%
Trainers and coaches	100	22%
Technology capabilities/training facilities	51	11%
Marketing and promotion	19	4%
Advocacy and storytelling	3	< 1%
Evaluation and results	0	0%

Provided below are illustrative comments from survey respondents for each major theme regarding how state library agencies can help expand or improve the digital literacy efforts of local libraries:

## Training Offerings

- “The one thing our state library agency can do is to continue to provide access to various online self-paced learning websites and programs.”
- “I’d like to see them work to develop standardized training tools that libraries could pull from and just add their own information so everyone is not continuously re-creating everything.”
- “Offer free webinars to the public on computer skills and use.”

## Trainers and Coaches

- “More training for library staff so that the staff understands what is available in an ever changing, technology-filled world.”
- “Have a trainer available to teach classes seasonally as needed at different branches.”
- “The community needs more educators and instruction using technology and on the benefits of using technology. Networking supporting community collaboration as a resource for program development would help as it would provide a dialogue for a community to work together to promote the ‘building of a digital community’.”

## Technology Capabilities and Training Facilities

- “Being a small rural library, we do not have the space to offer on-site training. The agency would have to assist in finding another location for training plus have the computer equipment.”
- “Improve consistent bandwidth availability and advocate for keeping access costs affordable for the moderate to lower incomes.”
- “We would like to have a perpetual Wi-Fi available to the community. If funding was not an issue we would have new and fast computers. We would also have digital cameras that could be checked out to the public.”

## Step 4: Brainstorm Potential Support Ideas

**Objective:** Explore how your state library might further support digital literacy services in public libraries given local library needs and state-level priorities.

State library supports for digital literacy should be driven by the common needs of local libraries and statewide goals and priorities. An important step in the planning process is to consider a wide range of possible ideas for state library investment in resources and partnerships, and then to narrow the list down based on a set of criteria and stakeholder input.

To assist with the brainstorming process, a framework with six key categories of support was developed and tested with state library partners:

- Trainers and coaches
- Training offerings
- Technology capabilities and training facilities
- Marketing and promotion
- Evaluation and results
- Advocacy and storytelling

This section of the guidebook will introduce each of these categories of support and describe a few promising practices from state library agencies. A large collection of ideas gathered during the COSLA 2012 Fall Meeting and planning sessions with state library partners is also provided in Appendix E.

During the brainstorming process, you may want to revisit existing state library supports, organizing them by category. You might also capture initiatives, projects and resources offered by other state-level agencies and organizations depending on who participates in brainstorming. As a result, ideas may surface to leverage or extend these existing supports in new ways.

### Trainers and Coaches

Library staff have many demands on their time. In addition to patron requests for digital literacy support, library staff respond to diverse reference requests, conduct library programming, and manage library operations. Reliable access to trainers and coaches with experience in diverse digital literacy topics provides expanded capacity for libraries to respond to growing patron needs.

Trainers and coaches may come from multiple sources, including:

- Library staff (some may have specialized skills)
- Library volunteers
- Contract trainers
- Trainers provided by partner agencies
- Virtual tutors

In the promising practices that follow, you will find examples of how state libraries helped increase the network of trainers and coaches:

- **Low Cost Training Solution:** In Mississippi, libraries can hire a full time Digital Opportunity Trust TeachUp! intern that has already been recruited and trained to provide technology support for \$2,000/year.
- **Using Volunteers to Teach Digital Literacy:** The Idaho Commission for Libraries in partnership with the Idaho Office of Refugees, and the Twin Falls and Boise Public Library systems, created the Digital Literacy Training for Refugees program which utilized native language speakers as trainers to help increase digital literacy skills in refugee communities.

- **Statewide Training Provider:** e-BEAT—a partnership between the Mississippi Library Commission and Mississippi State University Extension Service provides digital literacy and technology training to library communities around the state.

For a full description of these promising practices, please see the [Trainers and Coaches](#) section of Appendix D.

## Training Offerings

Information technology and broadband access facilitate opportunities for digital engagement and training opportunities. One example to draw from can be found in the [Broadband Adoption Toolkit](#)<sup>1</sup>, from the National Telecommunications and Information Administration, which identifies a wide range of training content and various digital literacy requirements that emerge in these areas. These include basic software and Internet skills, familiarity with and access to various online government, consumer, or job-seeking information, understanding of social media and creative content resources, integration with personal computing/mobile devices, and safe online practices. Prioritizing the breadth and depth of relevant training offerings to meet such varied patron needs is no small task.

Some general concepts of support for expanding training offerings include:

- Packaged face-to-face training curriculum
- Off-the-shelf training aides for patrons
- Self-paced training access (via online services or mobile devices)
- Partner agency training access and coordination

Provided below are promising practices by state libraries that invested in expanding the breadth and depth of training offerings in local libraries:

- **Statewide Training:** Texas State Library and Archives Commission created the Technology Expertise, Access and Learning for All Texans, 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 with varying needs.
- **Online Trainer Resources:** On the heels of the BTOP grant, Colorado developed a site to make the digital literacy materials developed as a part of the grant as well as future materials available to librarians.
- **Self-Paced Online Learning Portal:** West Virginia Library Commission has been offering LearningExpress courses online at no cost to their residents since 2001.

For a full description of these promising practices, please see the [Training Offerings](#) section of Appendix D.

## Technology Capabilities and Training Facilities

Libraries need to continually update and maintain their technology capabilities to meet patron demands for broadband access and digital literacy supports. These capabilities include computers and other digital devices, software and applications, and Internet connectivity. Expansion of technology-based training also puts pressure on library facilities in terms of space requirements and off-site training locations. Libraries can face challenges with needs assessments, procurement, installation, and maintenance of their technology resources. They also may seek support with facilities design and construction to create flexible and dedicated spaces for digital literacy training and coaching.

State library agencies can help address these challenges with the following types of support, among others:

- Discounted devices and peripherals through statewide procurement or negotiated rates (e.g., computers, tablets, e-readers, smart phones, VOIP headsets)
- Assistive technology packages for computers to support patrons with specific needs
- Video conferencing equipment packages
- Mobile training labs that can be borrowed by libraries around the state
- Partnerships with other agencies for use of their training facilities

The promising practices below capture some ways that state library agencies are helping to improve library facilities and technology capabilities for digital literacy services:

- **Statewide video conferencing technology:** By building partnerships with other state agencies to acquire discounted video conferencing technology, the Indiana State Library has increased distance learning opportunities for continuing education credits, as well as required technical workshops to local libraries, reducing the cost for already tight local budgets.
- **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 throughout Colorado from January 2011 to December 2012.
- **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 communities across New York state.

For a full description of these promising practices, please see the [Technology Capabilities and Training Facilities](#) section of Appendix D.

## Marketing and Promotion

Community members need to be connected to digital literacy services at local libraries and other community organizations. This requires marketing and promoting library offerings such as training classes, individualized coaching sessions, free use of computers and other devices, and free Wi-Fi Internet access.

Libraries also serve as valuable referral partners for educational institutions, workforce development agencies, and other community services. Many of these organizations provide free or low-cost digital literacy services that complement what the library can offer. Cross-promotion among providers would better connect community members with the offerings they need and want. It would also raise the profile of libraries as leaders in connecting digital literacy resources at a community level.

State library agencies can support local libraries with marketing and promotion in a number of ways:

- Participation in training “locator” tools
- Sample local marketing campaigns
- Statewide marketing and social media campaigns
- Outreach to partner agencies to formalize cross-promotion activities

Provided below are some state library promising practices in supporting the marketing and promotion of digital literacy services:

- **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 their passions and maximize unique talents and 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.
- **Statewide Marketing Initiative:** NJworks@yourlibrary is a statewide marketing initiative of the New Jersey State Library that seeks to raise awareness of new career resources and build key partnerships with community and state organizations using a variety of promotional materials.
- **Leveraging Government Resources for Promotion:** The Idaho Commission for Libraries 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 existing online resources such as the Department of Labor’s career portal.

For a full description of these promising practices, please see the [Marketing and Promotion](#) section of Appendix D.

## Evaluation and Results

Library staff have the opportunity to engage face-to-face with patrons and witness firsthand the positive influence that digital literacy services have on patron lives. It's important to gather qualitative and quantitative information on both services delivered and the impact of those services. Supporting systems for capturing results, be it formally or informally, will help libraries improve services and tell their advocacy story. Outcome-based evaluations will provide deeper insights about the impact and benefits of digital literacy services.

State library agencies can provide support for capturing results and evaluating service benefits in the following ways:

- Standardized data collection and reporting tools
- Local training scheduling and tracking tools
- Routine story collection templates
- State-funded evaluations of service impact and benefits
- Statewide reports that capture results and stories

In the promising practices that follow, you will find examples of how state libraries have provided evaluation supports and results for digital literacy services:

- **An Online Survey Tool to Evaluate Technology Use:** An online survey tool developed by the University of Washington provides a survey, analysis of the resulting data, and customized advocacy material to help libraries evaluate their own technology services and secure the tools to present their material to policy makers.
- **Statewide Evaluation:** The Colorado State Library developed an online reporting tool to evaluate their BTOP Bridging Colorado's Great Digital Divide and hired a part-time grant manager to evaluate and promote the results through a variety of means including reports, a website, webinars and an online newsletter.
- **Study of Strategies and Feasibility for Increasing Technology and Internet Access:** Leveraging grant money, the Montana State Library in conjunction with Montana State University conducted a research study titled "Understanding Cost-Effective Strategies for Increasing Technology and Internet Access in Montana Public Libraries", between April 2012 - August 2012.

For a full description of these promising practices, please see the [Evaluation and Results](#) section of Appendix D.

## Advocacy and Storytelling

Qualitative and quantitative assessment of patron impact lays a strong foundation for advocacy. A step beyond evaluation and gathering results, advocacy represents efforts to develop a compelling case for support and expand the pool of champions for library needs. An advocacy plan helps library staff effectively tell the digital literacy story to the right audience, at the right time, and in the right way, allowing libraries to make lasting impressions and strengthen relationships.

State library agencies play a critical advocacy role and can support local libraries with their advocacy efforts in the following ways:

- Local advocacy templates and resources
- Production of statewide advocacy videos and social media
- Trustee outreach and education toolkit
- City/county manager education toolkit
- Partner agency outreach and education
- Meetings with state leaders on broadband adoption and digital literacy

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NTIA Broadband Adoption Toolkit (June 2013): [http://www2.ntia.doc.gov/files/toolkit\\_042913.pdf](http://www2.ntia.doc.gov/files/toolkit_042913.pdf)

Provided below are some state library promising practices in supporting advocacy and storytelling for digital literacy:

- **Statewide Technology Conference:** Nebraska Library Commission organized a two-day Technology Planning Summer Camp that addressed library technology planning topics for public libraries in 2011 and 2012.
- **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.
- **Impact Video Project:** Montana State Library produced three videos spotlighting the role of libraries in their communities.

For a full description of these promising practices, please see the [Advocacy and Storytelling](#) section of Appendix D.

# Step 5: Scan the Landscape for Digital Literacy Resources

**Objective:** Consider initiatives, projects, and funding sources at both the state and national levels that could be leveraged by the state library.

State library agencies play a valuable role in connecting local libraries with relevant statewide and national resources. As part of the planning process, it's important to conduct a landscape analysis to find initiatives, projects, partners, and funding sources that could address the digital literacy needs of libraries and their communities. Knowledge of these resources will help the state library better assess the feasibility and level of effort required to pursue various digital literacy support ideas. This analysis will also surface alignment or gaps between the goals and priorities of the state library agency and other organizations at the state and national levels.

## COSLA Guide to National Projects

To assist with national research, the Chief Officers of State Library Agencies (COSLA) created a reference guide that provides basic information about national projects associated with digital inclusion, digital literacy, and broadband adoption. Each project profile features a summary followed by project details and reference information. An overview chart captures the focus areas for each project to make it easy to find areas of interest. You can access the reference guide here: [COSLA Guide to National Projects](#).<sup>1</sup> COSLA intends to update the guide on a regular basis to provide the latest information on projects profiled, as well as any new projects that emerge at the national level.

## NTIA Resources

The National Telecommunications and Information Administration (NTIA) provides online access to several relevant planning resources. The first resource is the [Broadband Adoption Toolkit](#) which shares best practices and tools for broadband adoption and digital literacy projects. NTIA also maintains the [National Broadband Map](#), a public database of information on broadband Internet availability in the United States. Each state, territory and the District of Columbia collected the data from broadband providers or other data sources with updates provided every six months. The resulting database includes searchable records showing where broadband Internet service is available, the technology used to provide the service, the maximum advertised speeds of the service, and the names of the service providers. Through the State Broadband Initiative, NTIA also funded statewide planning activities and targeted programs to facilitate the integration of broadband and information technology into state and local economies. Information about each state's broadband website and maps of statewide broadband availability are also posted to the [NTIA site](#).

## Building Digitally Inclusive Communities

Digital literacy is connected under the larger umbrella of digital inclusion and it can be helpful to look to digital inclusion efforts that support the development of digital literacy. One powerful resource that has been released by IMLS is the [Building Digital Communities: A Framework for Action](#) which is designed to help support communities in their digital inclusion efforts. Using this framework as a guide, WebJunction is [conducting a pilot project](#) that supports and documents the work of participating communities to increase the access and use of digital technologies.

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1. COSLA Guide to National Projects: <http://www.cosla.org/documents/NationalProjectGuide.pdf>

# Step 6: Prioritize Support Ideas for Further Exploration

**Objective:** Narrow down the brainstormed list of possibilities into a smaller set for further research and exploration.

After brainstorming a wide range of ideas for possible state library supports, it's time to narrow the list down to a small set of ideas for further consideration. The state library should use a prioritization exercise with agreed-upon criteria for assessing each idea. It's also valuable to obtain input from key stakeholders to inform the prioritization process. Additional research and exploration of the most promising support ideas will enable more informed decision-making about specific state library investments to advance digital literacy.

## Prioritization Criteria

The state library should consider a range of prioritization criteria and choose the critical few that are most pertinent to their situation and values. Provided below are sample criteria based on our experience working with partner state libraries.

- **Value:** how well the idea meets local library needs and desires based on the needs assessment.
- **Impact:** the potential significance of outcomes or community benefit that could be achieved from implementing the idea.
- **Alignment:** how well the idea aligns with the goals and priorities of the state library as well as other state government agencies.
- **Level of effort:** how much effort will likely be required in terms of staff capacity, resources and advocacy. This will vary based on the state environment and potential leverage of statewide and national resources.
- **Urgency:** how well the state library can respond with a support solution within the needed timeframe given other priorities and the level of effort required.
- **Feasibility:** how likely the idea can be implemented given current capacity, and economic and political realities.

At this point in the planning process, the state library might want to reaffirm or adjust its overall goals and priorities for digital literacy based on insights gained from planning research and reflection. This will help ensure that the state library selects ideas that are strategically aligned. Provided below are various examples of goals to get you started.

- 100% of public libraries offer digital literacy training through scheduled classes or one-on-one assistance.
- Increase the number of library patrons that participate in training classes or one-on-one coaching sessions by 20%.
- Lower the cost of providing access to online training offerings by 20%.
- Raise the average confidence level of library staff to provide digital literacy training and coaching.
- Increase coordination and collaboration between local libraries and other community organizations.

## Prioritization Exercise

A prioritization exercise should then be undertaken to apply the selected criteria to the list of brainstormed support ideas. In the planning meetings with our partner state libraries, we used a dot voting exercise to quickly determine which ideas were most important to further consider. All of the support ideas were captured on flip chart paper which was hung around the room. Each meeting participant received a specific number of dots, such as 10 total, to stick next to the ideas they thought best met the full set of criteria. Participants could allocate one or more dots to a specific idea to reflect their view of its priority level.

Once all the dots were placed by ideas, the group stepped back and saw a visual picture of their joint priorities. A discussion followed about the results, surfacing the reasons why some ideas were prioritized by many, while others only had one or two votes. In some cases, we discovered that some ideas needed certain conditions to be true before prioritizing, even though they were of high value or potential impact. In other words, too much was still unknown to make a clear prioritization choice. Based on the dot votes and the group discussion, participants created a short list of support ideas.

## Informed Investment Decisions

Before making decisions about specific investments of state library resources, it's important to more fully define and assess high priority support ideas. This should include a deeper landscape scan of existing resources, potential funding streams, and opportunities to partner or coordinate efforts. This step can benefit greatly from the input of a variety of stakeholders, resulting in a more viable design for a specific project or investment. Stakeholders can also help broaden your landscape scan with their knowledge of related resources and potential partners.

After conducting this additional research and engaging with stakeholders, the state library should reapply the prioritization criteria to the more fully defined support ideas. This process will help the state library make more informed and rigorous decisions about specific investments to support local libraries. The information gathered will help those investments get off to a faster and more successful start, advancing digital literacy within communities.

# Appendices

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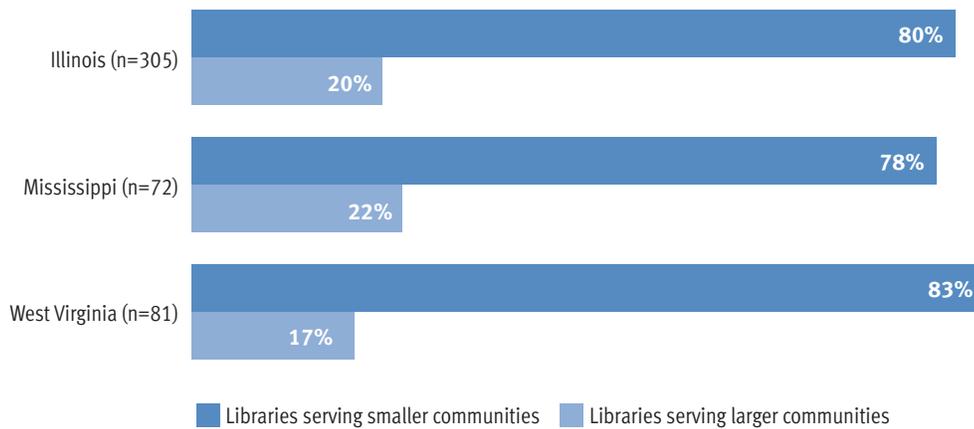
# Appendix A: 2012 Digital Literacy Survey Findings

WebJunction partnered with the state library agencies in Illinois, Mississippi and West Virginia to better understand the current context of digital literacy training and assistance provided by local public libraries. Local library perspectives on the challenges they face and opportunities to better serve their communities are critical to informing state-level programs, resources, and partnerships. The *Digital Literacy Survey* was created and distributed in the fall of 2012 to provide more in-depth context and perspectives on digital literacy efforts by local public libraries.

At the time of analysis, 458 unique respondents representing local public libraries in Illinois, Mississippi and West Virginia provided feedback regarding the training and assistance they offer and the types of support they desire to expand those services.<sup>1</sup> 80% of respondents reported working in libraries serving smaller communities up to 25,000 people. 20% of respondents reported working in libraries serving larger communities with 25,000 people or more.

The information that follows summarizes responses to key survey questions aggregated across survey data from the three project partner states, with some response breakdowns to show important variations. Please note that not all survey respondents answered every question and many questions allowed for respondents to select multiple response choices. The findings below have been framed in relation to either the total number of overall survey respondents or the total number of survey respondents to a unique question or response category as consistently as possible.

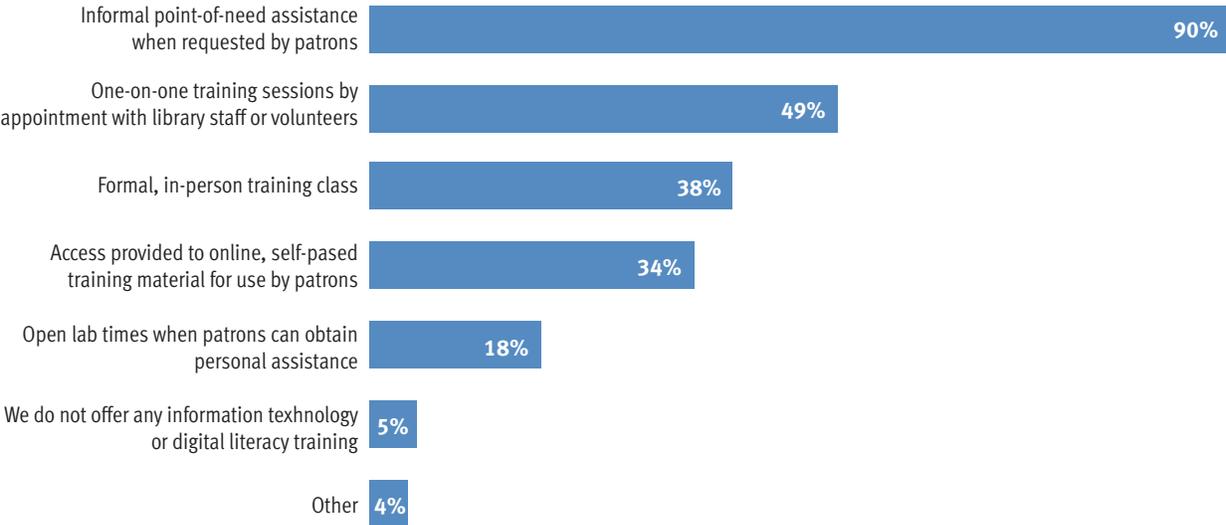
**Figure 1: Size of Population Served by Individual States**



We asked survey respondents to tell us what types of training and assistance they offer to patrons. Respondents could select multiple types. Figure 2 indicates the percentage of respondents who identified specific types of training and assistance as being offered or sponsored by their library. Respondents across all three partner states overwhelmingly identified *informal point-of-need assistance when requested by patrons* as the primary type of training and assistance offered or sponsored by their library in the last 12 months on information technology and digital literacy.

**Figure 2: Selected Types of Training and Assistance Offered**

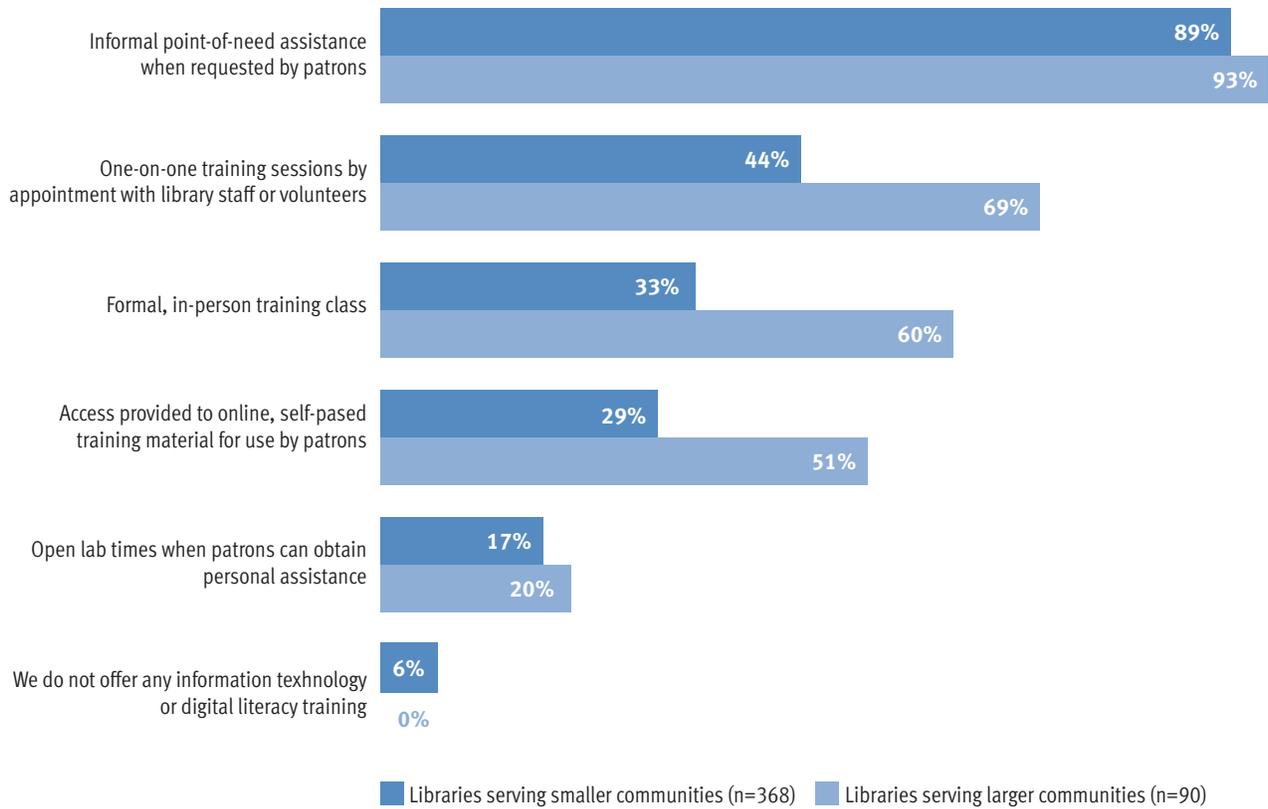
N = 458



It is important to recognize the prevalence of personalized learning to meet individual patron needs either face-to-face or online. In the absence of direct support from library staff or volunteers, patrons rely on access to self-paced training materials such as online tutorials and training videos from Learning Express and ElementK.

When assessed by size of population serviced, it is clear that libraries serving larger communities have generally greater capacity than libraries serving smaller communities when it comes to providing more direct patron training. Also noFigure is that 6% of libraries serving smaller communities do not offer any information technology or digital literacy training, as indicated in Figure 3.

**Figure 3: Selected Types of Training and Assistance Offered by Size of Population Served**

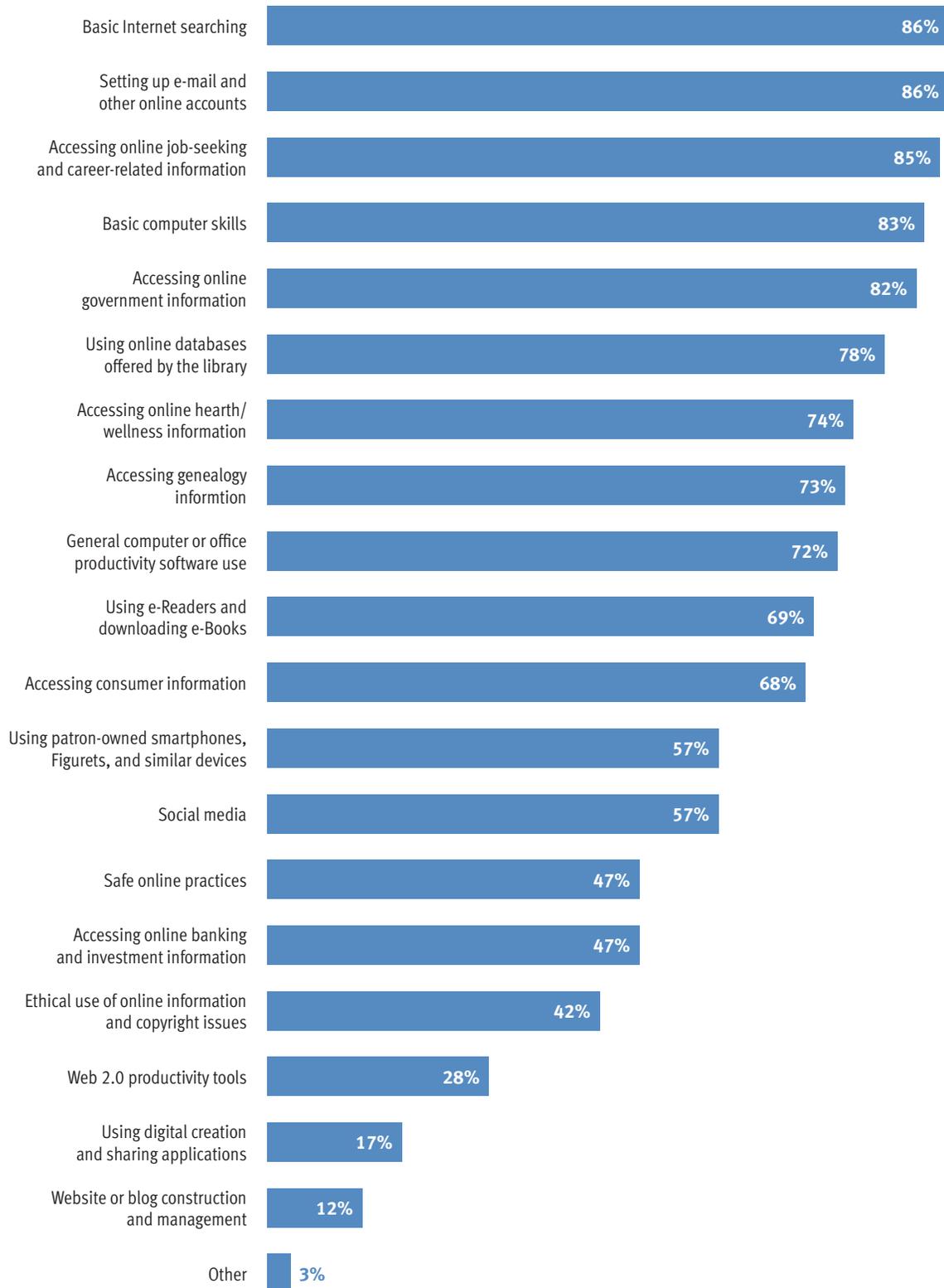


In terms of specific topic areas, a large portion of the technology and digital literacy training being offered in responding public libraries covers what is generally considered fundamental or basic computer and Internet skills. More specifically, survey feedback indicates that libraries still experience high patron demand for Internet searching, setting up email or other online accounts, and accessing online job-seeking and career-related information.

We asked survey respondents to identify training topics on information technology and digital literacy offered to patrons in the last 12 months. Respondents could select multiple training topics and various types of training used. The results captured in Figure 4 are based on combined responses for all training topics provided via informal, point-of-use assistance, given that this is the training type that was reported most consistently across all libraries and library sizes.

**Figure 4: Training Topics Provided via Informal, Point-of-Use Assistance**

N = 407

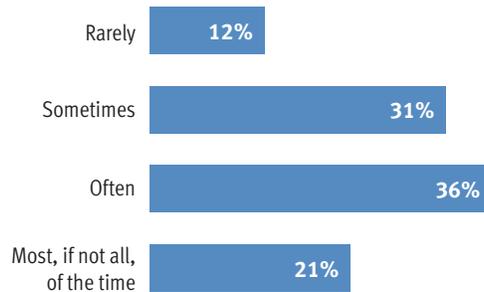


The continuum of digital literacy topics and opportunities for online engagement grows larger every day. As trusted community institutions, libraries must continue to provide the basics of digital literacy while extending their capacity to support patrons in using new technologies and applications. Libraries often recognize but struggle to meet community needs for training and assistance on more topics.

We asked survey respondents how often they are able to provide either in-person training or access to online training for the information technology and digital literacy topics needed or requested by patrons. 21% of survey respondents meet these needs and requests *most, if not all of the time* while 36% responded *often*. That leaves a big service gap for public libraries to try to address.

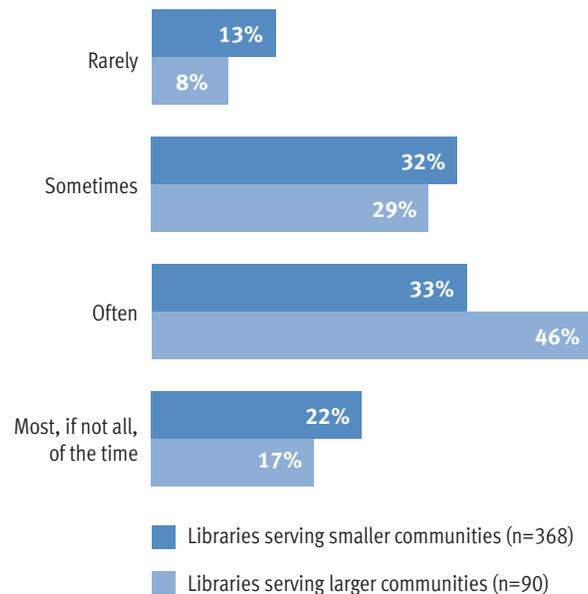
**Figure 5: Library Ability to Provide Training Support Requested by Patrons**

N = 412



When assessed by size of population served, it is clear that those libraries able to provide in-person training or access to online training more *often* are from larger communities. Respondents from smaller communities are more likely to respond that they are *rarely* able to provide training to meet patron needs and requests.

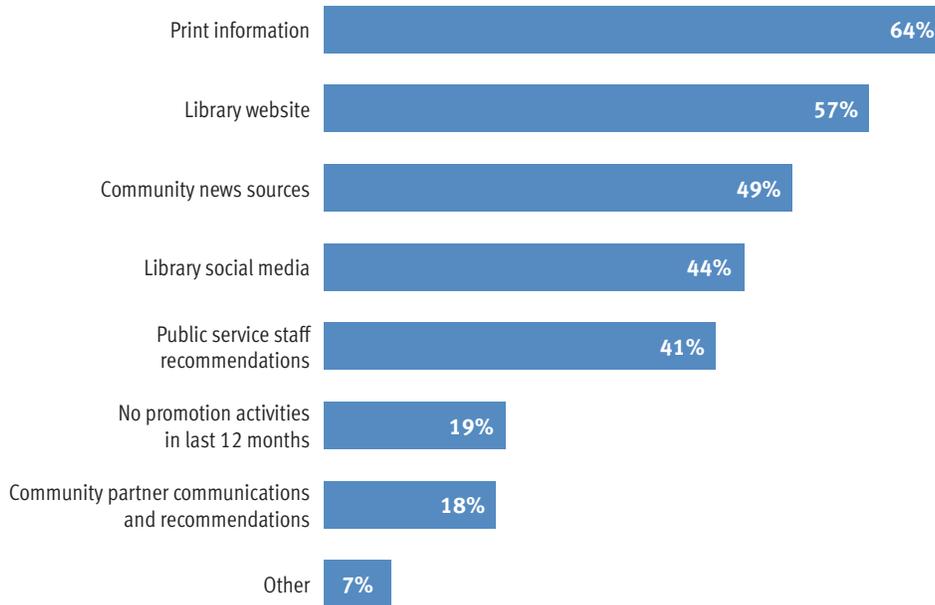
**Figure 6: Library Ability to Provide Training Support Requested by Patrons by Size of Population Served**



We asked respondents how their library’s information technology and digital literacy training offerings were promoted. Respondents could select multiple options. We found that 81% of libraries actively promoted their digital literacy training offerings in the last 12 months. The most common promotion channels across all three states are: *print information, library website, and community news sources*. It appears there are unused opportunities to promote offerings via *community partner communications and recommendations*. It is unclear why 19% of respondents indicated *no promotion activities in the last 12 months*.

**Figure 7: Promotion of Library Training**

N = 416

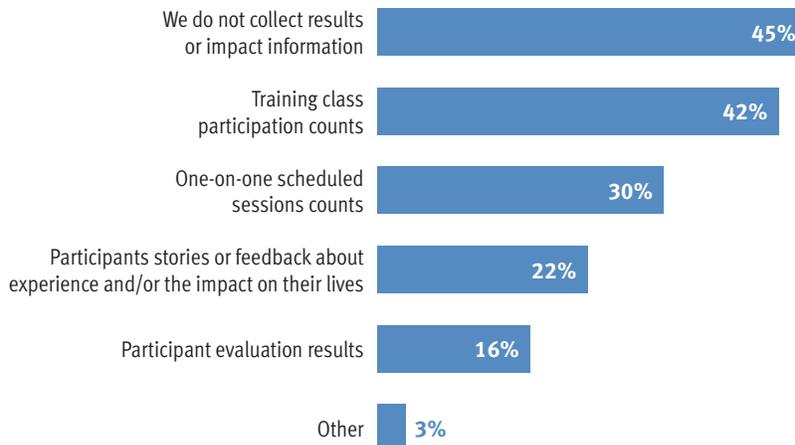


We also found that 91% of the libraries that had *no promotion activities in the last 12 months* serve smaller communities.

One capacity challenge for libraries appears to be tracking information regarding the results or impact of the library training offered to patrons. We asked survey respondents to identify the methods used to capture this type of information. Survey respondents were able to select multiple options. 45% of survey respondents across all partner states indicated that they *do not collect results or impact information*. The most common method is counting outputs such as training class participants (42% of respondents) rather than training outcomes and success stories.

**Figure 8: Methods for Capturing Information about Training Results or Impact**

N = 410



In terms of who conducts formal training classes and one-on-one training appointments, *library staff* were cited most often across all three partner states, as indicated in Figure 9. Survey respondents were able to select multiple options.

**Figure 9: Who Conducts Formal Training Classes and One-on-One Training Appointments**

N = 320

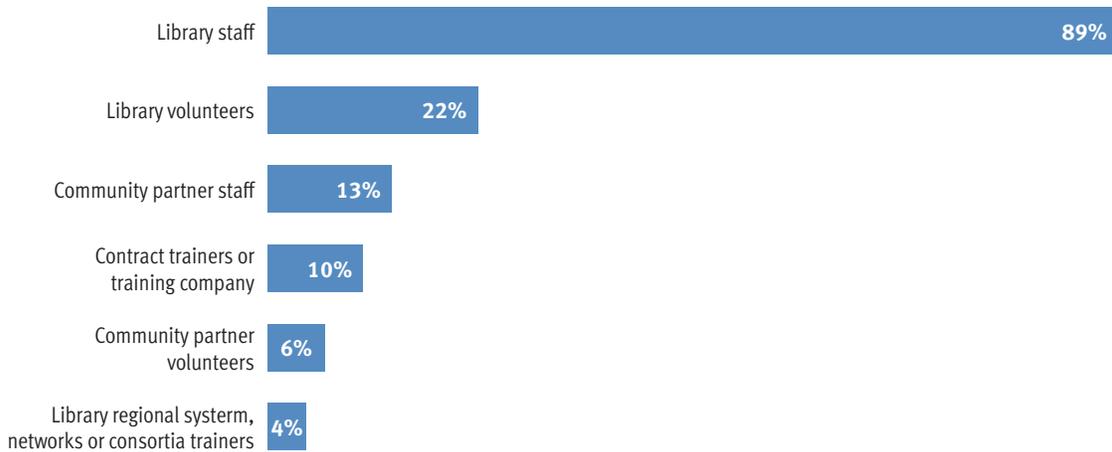
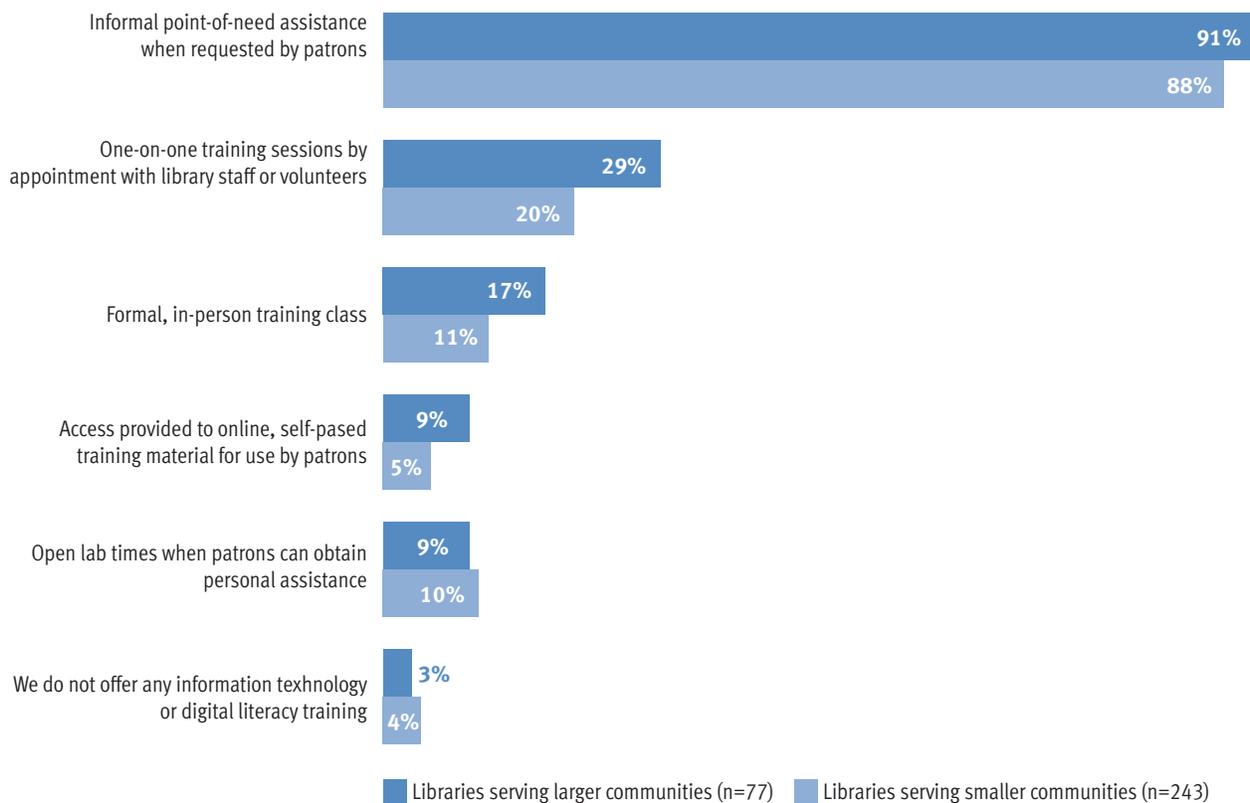


Figure 10 indicates the proportion of responses for each trainer category based on size of population served. It's important to note that libraries serving larger communities are more likely to leverage *library volunteers*, *community partner staff*, and *community partner volunteers*.

**Figure 10: Who Conducts Training by Size of Population Served**



It is important for library staff to be responsive to patron requests for digital literacy training and assistance, which is a challenge as noted earlier. While a relatively low proportion of total survey respondents identified organizations represented by community partner staff and/or volunteers providing training at the library, the range of identified organizations is noFigure including: workforce offices and job centers, community colleges, K–12 schools, senior centers, after-school clubs, and community

technology centers. Business resources were also mentioned such as local Chambers of Commerce or employee community service.

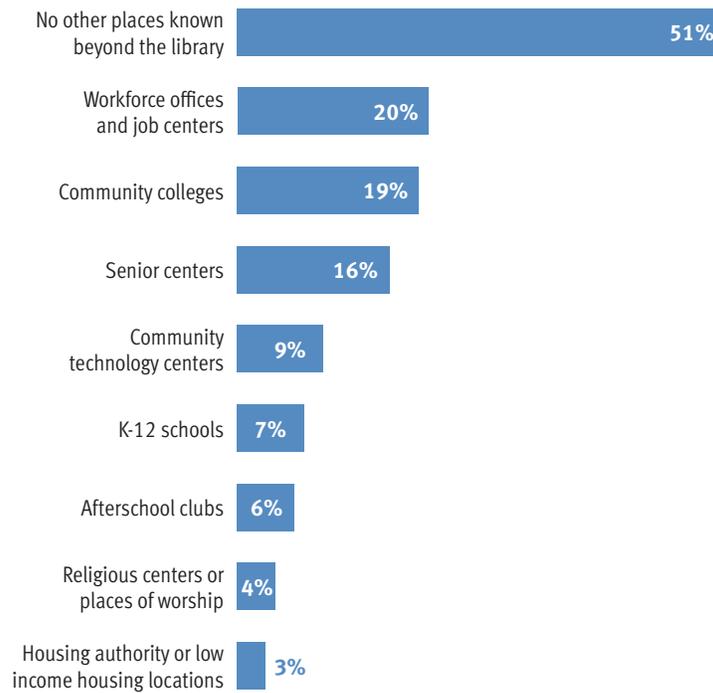
The majority of survey respondents indicate that libraries are the primary providers of free digital literacy and information technology services for the public in their communities. As noted in the Figure below, a number of other organizations also provide free training which presents opportunities for cross-promotion and coordination to better address community needs.

Furthermore, 9% of total survey respondents indicate that they use off-site locations to offer training and assistance often at the facilities of these same organizations.

Overall, survey responses indicate that currently a relatively small portion of libraries partner with other community agencies in support of digital literacy, especially in smaller communities.

**Figure 11: Library Awareness of Other Organizations Providing Free Training**

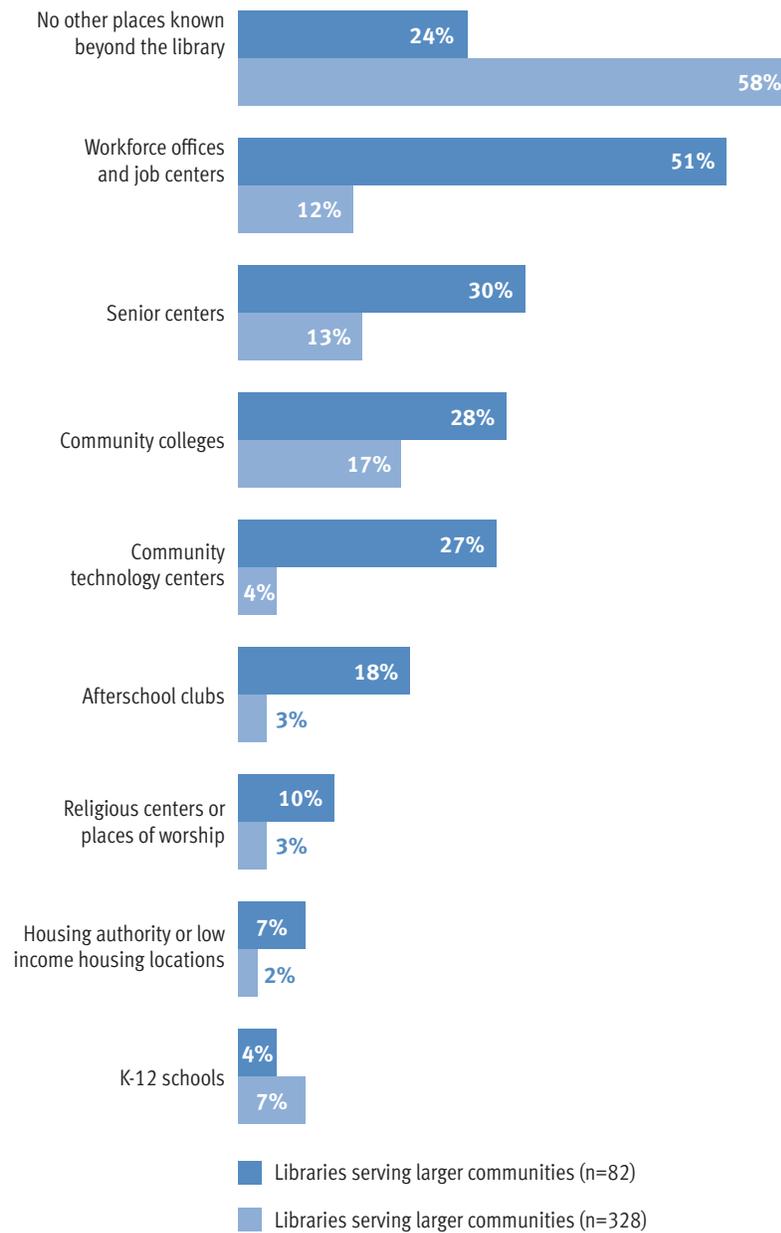
N = 410



When survey responses are viewed in proportion to the size of population served, it becomes very clear that libraries serving smaller communities are far more likely to *not* know of other institutions beyond the library providing training and assistance.

**Figure 12: Library Awareness of Other Organizations Providing Free Training by Size of Population Served**

N = 320



1. 305 respondents from Illinois, 72 from Mississippi and 81 from West Virginia



# Appendix B: 2012 Digital Literacy Survey Questions

The Digital Literacy Survey was designed and distributed in the fall of 2012 to provide more in-depth context and perspectives on digital literacy efforts by local public libraries. This document includes the full set of questions from the survey. Your state library might consider conducting a similar digital literacy survey with your libraries. Local library perspectives on the challenges they face and opportunities to better serve their communities are critical to informing state-level programs, resources, and partnerships.

## General Questions

### \*1. Which state is your library location/branch located in?

State:

### \*2. What is the name of your library location/branch?

### \*3. Please provide the 5-digit zip code for the library location/branch.

### \*4. What population size most closely represents the town/city your library location/branch is located in?

- Greater than 250,000 people
- Between 100,000 - 249,999 people
- Between 25,000 - 99,999 people
- Between 1 - 24,999 people

### 5. Please identify the types of training and assistance that the library has offered or sponsored in the last 12 months on information technology and digital literacy [select all that apply]:

- Formal, in-person training classes (e.g., scheduled classes with a set curriculum and instructor).
- One-on-one training sessions by appointment with library staff or volunteers.
- Informal point-of-need assistance when requested by patrons (e.g., one-on-one help with Internet searches, online job applications, computer software).
- Open lab times when patrons can obtain personal assistance.
- Access provided to online, self-paced training material for use by patrons (e.g., online tutorials, training videos, and online training course providers such as Learning Express or ElementK).
- We do not offer any information technology or digital literacy training.

Other (please specify)

**6. Please identify training topics on information technology and digital literacy offered to patrons in last 12 months, including the type of training offered. [select all that apply for each training topic]**

	Formal training class.	Scheduled one-on-one training session.	Informal, point-of-use assistance.	Online, self-paced training.	Not offered.
Basic computer skills (e.g., how to use a mouse and keyboard, printing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Internet searching (e.g., using Google, Yahoo or other search engines)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General computer or office productivity software use (e.g., word processing, spreadsheets, presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using online databases offered by the library (e.g., using commercial databases to search and find content)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up e-mail and other online accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe online practices (e.g., privacy and security)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical use of online information and copyright issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing online government information (e.g., Medicare, taxes, how to complete forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing online job-seeking and career-related information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing online health and wellness information (e.g., consumer health, nutrition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing online banking and investment information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing genealogy information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing consumer information (e.g., product value, safety, reliability, warranty information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using e-Readers and downloading e-Books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using patron-owned smartphones, tablets and similar devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media (e.g., blogging, Twitter, Facebook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web site or blog construction and management (e.g., Weebly and Doodlekit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web 2.0 productivity tools such as file or document storage (Google Docs, Dropbox), free call and video communications (Skype), and bookmarking (Delicious and Pinterest).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using digital creation and sharing applications for digital photography, movie making, video editing, animation, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

**7. How often are you able to provide either in-person training or access to online training for the information technology and digital literacy topics needed or requested by patrons? [choose one response]**

- Rarely
- Sometimes
- Often
- Most, if not all, of the time

**8. How are the library's information technology and digital literacy training offerings promoted? [select all that apply]**

- Print information posted (such as bulletin boards or flyers)
- Library website
- Library social media (e.g., Facebook page or Twitter)
- Community news sources (such as local newspaper)
- Public service staff recommendations
- Community partner communications and recommendations (such as workforce officers, housing authority, or senior centers)
- No promotion activities in the last 12 months
- Other (please specify)

**9. Do you capture any of the following information about the results or impact of your library's training offerings? [select all that apply]**

- Training class participation counts
- One-on-one scheduled session counts
- Participant evaluation results
- Participant stories or feedback about experience and/or the impact on their lives (e.g., applied online and got a job or improved their health)
- We do not collect results or impact information
- Other (please specify)

**10. Who conducts the library’s formal training classes and one-on-one training appointments (i.e., instructs or coaches participants)? [select all that apply]**

- Not Applicable: the library does not offer classes or one-on-one appointments
- Library staff
- Library volunteers
- Community partner staff (e.g non-profits, social service agencies)
- Community partner volunteers
- Library regional systems, networks or consortia trainers
- Contract trainers or training company
- Other (please specify)

**11. If community partner staff and/or volunteers provide training at the library, which organizations do they represent? [select all that apply]**

- Community technology centers
- Community colleges
- K-12 schools
- Afterschool clubs (e.g., Boys & Girls Clubs and YMCA)
- Workforce offices and job centers
- Senior centers
- Housing authority or low income housing locations
- Religious centers or places of worship
- Other (please specify)

**12. What is the library’s maximum participant capacity for in-person training classes? [choose one response]**

- Not Applicable: the library does not offer training on-site
- 1-5 participants
- 6-10 participants
- 11-15 participants

**13. What types of off-site training locations or facilities are used by the library, if applicable? [select all that apply]**

- Not applicable: the library does not use off-site training locations or facilities
- Mobile training vehicle (e.g., similar to a bookmobile but used for technology and digital literacy training)
- Community technology centers
- Community colleges
- K-12 schools
- Afterschool clubs (e.g., Boys & Girls Clubs and YMCA)
- Workforce offices and job centers
- Senior centers
- Housing authority or low income housing locations
- Religious centers or places of worship
- Other (please specify)

**14. If the library provides patrons access to online, self-paced training material, please provide the names and or links to these services.**

**15. Other than the public library, what places or organizations in the community are you aware of that provide free of charge information technology and digital literacy training to the public? [select all that apply]**

- No other places known beyond the library
- Community technology centers
- Community colleges (open to the public)
- K-12 schools (afterschool open to the public)
- Afterschool clubs (e.g., Boys & Girls Clubs and YMCA)
- Workforce offices and job centers
- Senior centers
- Housing authority or low income housing locations
- Religious centers or places of worship
- Other (please specify)

**16. How is information shared with library patrons about these free non-library training opportunities? [select all that apply]**

- Print information posted (via bulletin boards or flyers)
- Library website
- Library social media (e.g., Facebook page or Twitter)
- None in the last 12 months

**17. Is the library currently planning or actively pursuing new information technology and digital literacy training offerings that haven't been captured above? If so, please describe.**

**18. How significant are the following constraints to expanding the library's training/assistance on information technology and digital literacy? Rate on a scale of 1 to 5 [1 = not a constraint, 3 = minor constraint, 5 = major constraint].**

	1 (not a constraint)	2	3 (minor constraint)	4	5 (major constraint)
No more staff/volunteer/partner time to provide additional training classes and one-on-one sessions	<input type="radio"/>				
Lack of bilingual or multilingual trainers or coaches	<input type="radio"/>				
Recruiting volunteers and partners to provide training and one-on-one sessions	<input type="radio"/>				
Difficulty promoting training offerings to the public	<input type="radio"/>				
No staff/volunteers/partners with content knowledge or comfort with the topic	<input type="radio"/>				
Lack of curriculum or training materials (English language)	<input type="radio"/>				
Lack of bilingual or multilingual curriculum and materials	<input type="radio"/>				
Limited number of computers or other devices for training sessions	<input type="radio"/>				
Insufficient Internet connectivity for more simultaneous users	<input type="radio"/>				
Inadequate space or space limitations for holding training sessions	<input type="radio"/>				
Lack of peripherals needed to participate in online, self-paced training (e.g., headsets)	<input type="radio"/>				

Other (please specify)

**19. If resources were NOT an issue, how would the library improve or expand community access to information technology and digital literacy training? [open ended response]**

**20. What one thing could your state library agency do (beyond financial support) to help expand or improve your library's ability to offer more training and assistance to your patrons?**



# Appendix C: Local Library Case Studies

Digital literacy is a community issue, and as the resource center of many communities, libraries are challenged to provide valuable digital literacy and information technology services in an increasingly complex field. Three public libraries in each project partner state were chosen for a digital literacy case study.

## Illinois

- Carbondale Public Library
- Chicago Public Library
- Naperville Public Library

## Mississippi

- Columbus-Lowndes Public Library
- Jackson-George Regional Library System
- Waynesboro-Wayne County Library System

## West Virginia

- Martinsburg-Berkeley County Public Library
- Mary H. Weir Public Library
- Raleigh County Library

Together, they highlight different approaches to addressing community needs, and surface various challenges to expanding local library services. The case studies in this appendix capture the following information: quick facts about the library, community needs assessment, digital literacy at work, making it happen, librarian insights, and a look to the future.

# Illinois: Carbondale Public Library



**Location:** Carbondale, Illinois

**Number of Buildings:** 1

**Staff Size:** 10 full-time and 10 part-time

**Community Size:** 25,597

**Desktops:** 4 online catalog, 9 for public Internet, 2 non-Internet

**Laptops:** 10 in lab and 3 for check out

**Personal Devices:** In library: 3 laptops, 3 eReaders, and 4 iPads for Project Next Generation Program

**For Check Out:** 12 Kindles

**Training Labs:** 10 laptops

**Training Topics:** Open Help Model: There are scheduled blocks of time when patrons can go to the library to ask technology related questions and receive assistance with learning new skills; workshops on various technology topics for adults and youth

**Digital Literacy Support Categories:** Training Offerings, Technology Capabilities and Training Facilities

## Summary

Making recent technologies accessible to students who have limited access to technology, the Project Next Generation (PNG) program has been a great fit for Carbondale Public Library. They are leveraging this program to increase their technology training capacity for the often overlooked 5<sup>th</sup>–8<sup>th</sup> grade demographic.

## Community Needs Assessment

Prior to starting the PNG program in 2004, the Carbondale community didn't have any technology programs tailored specifically to 5<sup>th</sup>–8<sup>th</sup> graders. The library recognized this as a need and applied for a grant made available to libraries in Illinois by the state library and funded by the Secretary of State of Illinois.

## More about Project Next Generation

Jesse White, Secretary of State and State Librarian, is widely regarded for his commitment to improving the lives of youth in Illinois. In order to continue these efforts, Secretary White implemented a revolutionary new mentoring program in various public libraries in Illinois. This program, known as Next Generation, was initiated in 2000 to encourage students to become technology-savvy by providing hands-on experience with the latest technology tools. The goal of Next Generation is to bridge the digital divide by making recent technologies accessible to students who have limited access to computers. This program has been extremely successful and continues to move into new areas of the state each year.

The Carbondale Public Library Director comments, "This program is at the top of our list because it is a successful ongoing program. It has been very well attended. Kids come back to participate again and again while they're in the middle school age range, and then their younger siblings come of age and participate as well. That tells me that the kids are getting something out of the program. The kids are happy with it and so are their parents. PNG is a fun way to supplement education, and to provide a social learning opportunity."

**"PNG is a fun way to supplement education, and to provide a social learning opportunity."**

## Digital Literacy at Work

Imagine a room filled with fifteen 5<sup>th</sup>–8<sup>th</sup> graders, all focused on building a webpage or learning about to use the freeware version of Photoshop. This happens twice a week for an hour and half at the Carbondale Public Library. Young people are learning digital literacy skills and making social connections they often do not get through their school classroom.

The first 30 minutes of each session are dedicated to socializing and having free time on the computers. Many of the program participants come from different schools in the area and from different social settings. Their common bond is that they are

interested in learning more about technology in a safe place. The rest of the session is spent focused on learning a specific technology related skill. Program skill-building topics range from Internet safety to web page development to online research skills.

One common theme for all sessions is that participants are challenged to figure out what they would do if they needed to learn the skill on their own. This encourages an ongoing learning process outside of the program. Participants gain self-esteem with Internet-enabled technologies and the courage to try new technology skills.

Program Details:

- Three 8-week sessions per year (Spring, Fall, and Summer)
- 15–30 students per session

Hardware: 10 laptops, 4 iPads, 2 Powershot cameras, Smartboard, Wii, Xbox Kinect (coming soon) extremely successful and continues to move into new areas of the state each year.

“Participants gain self-esteem with Internet-enabled technologies and the courage to try new technology skills.”

## Making It Happen

**Financial Resources**—The library depends on grant funds to offer the Project Next Generation program. Grant funding is made available through the Illinois Secretary of State and State Librarian Jesse White. While amounts vary for each grant cycle since 2004, the library currently has a \$32,000 grant to spend over 3 years. These funds support part of the program coordinator’s salary, and hardware, software and supplies.

**Human Resources**—The library has a dedicated program coordinator who spends 10-12 hours per week on program-related activities. She is responsible for developing curriculum, and scheduling and delivering the bi-weekly sessions.

**Partnerships**—The library participates in an active statewide community of other PNG grantees. The group has a listserv for sharing ideas and annual regional meetings. This grantee community has been invaluable for sharing curriculum ideas along with general planning challenges and successes.

**Space Planning**—The Carbondale Public Library does not have a dedicated computer lab. With a recent reconfiguration, they ensured that both meeting rooms and public meeting spaces were wired for electricity so that large groups can easily gather and power up technology almost anywhere in the library.

## Librarian Insights

The current program coordinator at Carbondale Public Library has been administering Project Next Generation for over six years.

She shares the following advice for any library considering a similar program:

1. Hardware/Software Maintenance—Be sure to allocate part of your budget for hardware upgrades and software updates. These often overlooked expenses are critical when trying to deliver regular programming. The library also installed Smartshield software to wipe the computers after each session to avoid viruses and other problems.
2. Flexibility—Know your audience and continuously gauge their interest. You will likely have to adapt your lesson to capture and maintain participant interest. Don’t force a topic that the participants are not interested in learning.
3. Fun!—Make the learning environment fun for participants. Allow time to socialize.
4. Snacks—Always provide snacks for participants, especially if sessions are scheduled right after school.

## Looking To The Future

There will always be room for growth with the PNG program at Carbondale Public Library. The library would like to offer bigger projects that involve making movies or animation. They’re also interested in having a makerspace. These offerings typically require costly hardware and the creation of a green room or studio. Transportation is the other need for the PNG program. Having access to a van or bus would allow participants to go on field trips related to the session topics. from turning on the computer to using the Internet safely, to sending email and using productivity software.

# Illinois: Chicago Public Library



**Location:** Chicago, Illinois

**Number of Buildings:** 76 Neighborhood Libraries + Central Library + 2 Regional Libraries (North and South end of City)

**Staff Size:** 1,000 total dedicated to service. (Support services such as custodial, security, and building maintenance are managed by the City of Chicago)

**Community Size:** 2,896,016

**Desktops:** 2,500 public access computers

**Laptops:** 350

**Training Labs:** 2 with 16 computers each. One is dedicated and one is also used for public access computing.

**Mobile Devices:** Laptop lending program at all locations for using laptop within library walls; there is also device lending within programs such as YouMedia for gaming, recording music, etc.

**Maker Lab:** Computers, 3D printers, laser cutter advanced 3D modeling and production software

**Digital Literacy Support Categories:** Trainers and Coaches, Partnerships

## Summary

Chicago Public Library (CPL) had a very strategic approach to operationalizing projects and creating partnerships. This has led to clear decision-making processes and increased capacity on relevant projects. They've also integrated their grant funded CyberNavigator program as a standard part of how they support the digital literacy efforts in their community.

## Community Needs Assessment

Chicago Public Library has direct access to community digital literacy needs from their 45 CyberNavigators (CN) that are in the field every day, listening to and addressing the digital literacy needs of patrons. The manager of the CNs compiles field reports to look for trends and develop programs accordingly.

## Digital Literacy at Work

### Setting Strategic Priorities

Chicago Public Library began offering public computing services almost 20 years ago with a grant from the Bill & Melinda Gates Foundation that supported free and open access to the Internet. The library applies a strategic framework to how they address technology needs in their library system. Programs and projects fit into three broadly defined categories: incremental, expansion, and emerging.

1. **Incremental** improvements are funded out of the general budget, which is provided for by City dollars. Examples of incremental improvements include increasing bandwidth or the number of computers, or implementing a laptop lending program. The library believes that if something is relevant to core business, then they need to figure out how to include it in the operating budget.
2. An example of **Expanding** on an existing initiative is providing a different type of technology, such as moving from PCs to Mac computers. Depending on how new the initiative is, funding for such projects will typically come from a combination of private and/or public dollars. Another example is the use of public dollars augmented by private dollars to send staff to a conference to augment learning or private dollars to engage in train-the-trainer opportunities.
3. Chicago Public Library dedicates new private funding to game-changing ideas and **Emerging Technology** projects that are future focused. The projects typically come with a bigger risk, but also potential for great innovation. Private grants afford the library opportunities to experiment and learn about what may make sense to operationalize in the future. An example of this is the YOUmedia program. Though it was originally grant funded, it has been so successful as a youth-focused program, that many parts of it will become operationalized. In the interest of long-term sustainability, CPL is now reflecting on parts of the program that can be managed internally by CPL teen librarians rather than outside experts.

## CyberNavigators

Through technology training and mentoring, one-on-one assistance and public classes, CyberNavigators work with library patrons to teach computer basics, resume writing, word processing and Internet searching. This enables patrons to access employment opportunities, health and education benefits, and other vital resources.

Started in 1998, and significantly expanded in 2008, this program is funded by The Chicago Public Library Foundation. The Foundation supports collection development, programs and technology initiatives that connect library users to their community and to the world and ensure that all Chicagoans have the freedom to read, to learn and to discover at the Chicago Public Library.

## Staffing

- 45 part-time foundation staff work 20 hours per week, dedicated to 45 of CPL's 76 branches.
- One person is dedicated to overseeing this program from the Chicago Public Library Foundation. This individual analyzes the CyberNavigator field reports to identify trends in community needs. Once a CyberNavigator is assigned to a branch, s/he is supervised directly by the Foundation representative.

## Partnerships

Commissioner of Chicago Public Library, Brian Bannon, views partnerships as a lever that an organization pulls to accomplish a defined goal. "They are important and are often complex. Partnerships are tools for getting things done, experimenting, or deploying service, not the end product."

Chicago Public Library currently has four categories of partnerships:

**Internal/Thought Partner**—A good way to solve problems is to create small groups inside your organization. These groups can help to think through and explore problems and eventually come up with recommendations.

**External Expertise**—When you have a new question to answer you may need to look externally for an expert in the field. An example of this was when CPL looked to the STEM program at Northwestern University to help them with building capacity in the library's youth STEM programming. The Northwestern researchers focus on how teens learn, STEM subjects, and out of school learning. This group was perfect for what the library needed because the library had a very specific need that the group could address.

**Building Reach**—Partnering with an organization that has an existing community and programming is very helpful when you are working to build your reach. In this scenario you are partnering to scale your program, not test something new. For example, CPL partnered with the Museum of Science and Industry for their Summer Learning Challenge to reach more people and to inject their program with specialized programming.

**Crowdsourcing**—A fourth, non-traditional type of partnership is one with your full community. When you have a problem to solve that requires input from many people, you can turn to crowdsourcing. A current example of this is the New York Library Menu Project—transcribing historical restaurant menus, dish by dish, so that they can be searched by what people were eating back in the day (<http://menus.nypl.org/>).

Chicago Public Library is developing a model and common vocabulary for defining library partnerships through a grant-funded project. The current thinking is that the desired outcome will influence who you will partner with, the expertise you need, how you structure the partnership, and how long you work together. This is as important as identifying specific partners. CPL is creating a model that guides you through a proactive process of identifying a problem and finding the appropriate partner(s) for scale, experimentation, or capacity.

**"They are important and are often complex. Partnerships are tools for getting things done, experimenting, or deploying service, not the end product."**

## Librarian Insights

1. Be clear about who you are. Know your mission. Have clarity about purpose. You should continue to think about why libraries exist and what has changed about how we deliver services over time.
2. Understand your core customer and what they value and need. From there you can start translating that value and need into services.
3. Strike a balance between scaling what works and maintaining a space in the organization for experimentation.

# Illinois: Naperville Public Library



**Location:** Naperville, Illinois

**Number of Buildings:** 3

**Staff Size:** 76 full-time, 205 part-time (189 FTE)

**Community Size:** 144,560

**Desktops:** 281

**Laptops:** 40

**Personal Devices:** In library—12 Nook Simple Touch Readers, 3 Kindles, 4 Kindle Fires, 4 Sony Readers, 4 Sony PRST1 Readers, 5 iPod Nanos, 8 iPads

**For Check Out:** 60 Nook Simple Touches—preloaded by genre, 6 preloaded Nook Tablets

\*Preloading devices has been a workaround for the library since they can purchase titles that are available for purchase that are not available for use in the eLending environment.

**Training Labs:** 23 desktops at 95th Street location, 21 training laptops at Nichols location

**Training Topics:** Microsoft productivity software (basic, intermediate, advanced), iPad basics and new features, eBooks workshop, financial literacy classes (FAFSA, managing investments), business workshops (startup, planning, marketing), job search workshops

**Digital Literacy Support Categories:** Trainers and Coaches, Training Offerings

## Summary

When Naperville Public Library suffered severe budget cuts between 2009 and 2012, they had to get creative with how to continue to offer digital literacy services to their community. The library developed new ways of providing individual support to their patrons beyond the standard training classroom and created consecutive in-depth training sessions for specific learners.

## Community Needs Assessment

Naperville Public Library lost \$2.25 million in property tax support between 2009 and 2012. The library was forced to cut their technology training programs. As a result, the community was eager to provide input about getting the classes back and about the types of classes they would like to see offered at the library. Some of the requests were for classes the library hadn't previously offered. To track the request data, an internal mechanism was put in place, that included simple hash marks to record each time a person requested a type of training. This transformed into a sheet with specific course listings and correlating numbers of requests.

Once the library identified existing staff to do trainings, they were able to provide surveys at the end of each class asking participants what other classes they would like the library to offer.

A key finding in all of their assessment methods was that the library had to rethink HOW they were offering their classes. They had to offer more levels for each topic, and provide one-on-one support for specific needs such as creating pivot tables and using Microsoft Access beyond an introductory level. A secondary finding was that there was a segment of their community that could benefit from a whole course on digital literacy, starting with turning on a computer, to using the Internet safely and sending email and using productivity software.

## Digital Literacy at Work

The library made three significant changes to how they offered technology training.

**Advanced Levels**—Multiple levels for Microsoft training was straightforward and addressed the community's desire for more advanced trainings.

**One-on-One Help**—Relying on their robust IT team to answer the call, the library started offering a service for patrons to schedule one hour sessions of one-on-one time with an IT professional. Patrons can schedule a session covering basic computing

skills or something specific like creating a database in Access. These sessions cost \$10 for library card holders and \$20 for non-card holders. The library charges the fee because it encourages people to show up for their scheduled time. The limited revenue is allocated to Library Fines and Fees and is not earmarked for any specific purpose. The sessions are very popular and tend to fill up quickly, with less demand during the summer months and December.

**Adult Computer Camp**—Offered twice a year, this camp is two hours per day for 4 consecutive days. It is designed to provide adults who are new to the technology environment with the whole picture. The skills build from one class to the next so that by the end of the camp the participants have a holistic understanding of how to navigate the digital universe. One participant took the camp with her husband and was thrilled to see him feel comfortable using the computer after several years of frustrated attempts. Another woman was very excited by the camp and said it was “just what she needed”, as her grandchildren didn’t have the patience to teach her! Several participants were excited to learn how to use email to stay in touch with relatives near and far, and lots of people appreciated the information on how to use the Internet safely while shopping and using email.

## Making It Happen

**Financial Resources**—Naperville Public Library found the best financial approach for bringing training back to their library was the reallocation of their budget. When the PC replacement line item came in under budget, the additional dollars were used to purchase eBooks. In 2008, they qualified for a \$77,848 Financial Industry Regulatory Authority (FINRA) Smart Investing Grant. This grant went to improving financial literacy in the community by creating online video tutorials on the use of financial databases, improving the accessibility of investing research tools on the library’s Web site, training adult services librarians in investment research strategies and providing high school and college students with money management skills in preparation for financial independence.

**Human Resources**—The talent required to deliver the digital literacy services to the community already existed in the library. The team that worked in the lab to support consultants teaching classes before the budget cuts were prepared to lead classes and to provide one-on-one support. There is a unique team at the library called the “Overdrive Bunch” and they manage all of the programs related to eBooks and eReaders. They’ve also helped to train staff so they are confident in helping patrons with their questions about these devices.

**Partnerships**—The library director identified three types of partnerships Naperville has found successful in their community:

**Partnership for Outreach**—When the library partnered with a local school district to share the cost of purchasing databases, both groups were able to increase the number of online resources. The databases cover a large scope of subjects; social studies, history, geography, science, animals and the encyclopedia. The library also partners with retirement centers to provide training on how to use preloaded eReaders to the community.

The library has developed a unique partnership with the City of Naperville. They have embedded librarians known as “Liaisons” assigned to each city department. Their role is to get to know the staff of the department and understand the needs and concerns of that department. In turn, the city departments have a single point of contact for training needs. A prime example of how the library has been able to meet the needs of the City include the Procurement Department receiving in-depth training on using four databases. Additionally, the Finance and Procurement departments have used the library’s web conferencing equipment on many occasions to facilitate web conferences with several of their vendors. The library’s IT staff assisted the departments in learning how to operate the equipment and how to make and maintain the web connections.

In an odd twist of fate, the City had a sustained network interruption in Fall 2012 that essentially cut them off from an outside Internet connection for several months. The library set up a satellite workspace for them at their Nichols location, which is close to the Municipal Center. This workspace was equipped with eight laptops, fax machine, dedicated phone line, access to a copy center, and color printing for the duration of the outage. The Liaisons were a tremendous communication resource between the library and the City during this period.

**Partnership for Expertise**—The library partnered with the community career center to have the center provide workshops on job searching skills. In return, the library goes to the career center to offer training on library resources.

**“Adapt—You may not do everything right the first time, but that doesn’t mean the goal isn’t worth pursuing. Learn from mistakes. In this quickly changing world of digital literacy we are all in uncharted territory. Tweak it. Re-examine it. And avoid analysis paralysis!”**

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Another example is a partnership with the Naperville Historical Society (Naper Settlement). In 2007 the Society secured a \$8,997 grant from the Illinois State Library, a division of the Secretary of State's office, to create the Naperville Heritage Collection. In 2008, the library secured a complementary \$11,000 grant from the City of Naperville. The library partnered with Naper Settlement and NCTV17 on both projects. The Naperville Heritage Collection contains primary source material about Naperville's history that is stored on Illinois State Library servers and part of the Illinois Digital Archives.

**Commercial Partnership**—The library partners with Best Buy, Verizon, and Barnes and Noble to have them bring in equipment and respond to questions from patrons about devices. The only requirement is that there is no hard sell. The benefit to the companies is that they get free advertising. In this scenario, the library believes that as long as there is value for the community, the partnership is beneficial.

**Space Planning**—The training lab has been completely reconfigured so that all computers are facing the same direction rather than having computer carrels. This allows for more space for people to work together on projects.

The library has also created spaces for “digital petting zoos”. In these spaces, it is important for people to have room to move from device to device comfortably.

## Librarian Insights

Library Director John Spears<sup>1</sup> and his team identified several areas of focus for digital literacy success.

1. Flexibility—It was only through flexibility that the library was able to bring training back to the community. If they had been rigid and insisted on doing things the way they had always been done, their current programs may never have been brought to the community.
2. Adapt—You may not do everything right the first time but that doesn't mean the goal isn't worth pursuing. Learn from mistakes. In this quickly changing world of digital literacy we are all in uncharted territory. Tweak it. Re-examine it. And avoid analysis paralysis!
3. Let Go—Just because an internal practice or procedure exists doesn't mean it makes sense. In this case, the library had to redo their staff scheduling to make training possible. Barriers to success were not technology-related.
4. Plan for things that you can't do yet; be ready for unexpected opportunities. If a grant opportunity or other funding comes your way, have ideas on hand for ways to improve what you are already doing.

## Looking To The Future

Taking their own advice, the Naperville Public Library has pursued a partnership with the local children's museum that already offers STEM and Maker Space programming. They are seeking funds to bring these programs to the library. From an operational perspective, the library would like to be able to offer more one-on-one sessions and remodel the library space to be more usable for digital literacy services.

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<sup>1</sup> Mr. Spears has since moved on to become the director of a different library.

# Mississippi: Columbus-Lowndes Public Library



**Location:** Columbus, Mississippi

**Number of Buildings:** 4

**Staff Size:** 16 total

**Community Size:** 59,658

**Desktops:** 41

**Laptops:** 14

**Training Labs:** Mobile lab with 14 laptops

**Training Topics:** Computer Basics, Basic Internet (accurate searching), Basic Email, Resume Building and Job Searching

**Digital Literacy Support Categories:**  
Technology Capabilities and Training  
Facilities, Trainers and Coaches

## Summary

Careful planning combined with harnessing content opportunities resulted in the successful deployment of a mobile training lab and relevant technology training for this Mississippi community.

## Community Needs Assessment

Word of mouth is the most powerful form of feedback for Columbus-Lowndes Public Library. If a staff person gets feedback or suggestions from conversations with patrons, they pick up the phone to let someone on the training team know, drop a note in one of their mailboxes, or send them an email.

Word of mouth was how the library learned that their patrons were interested in computer classes! Patrons knew there was training happening in other libraries and they asked about getting similar training at their library.

The library has also employed formal methods for garnering feedback. From the beginning, the training team provided evaluation forms at the end of each training session. One of the questions asked is what other classes the participants would like to see.

In addition, library staff also reflect on what's happening in the community and assess what they can do to help. In light of the recession, there is a lot of joblessness which has created a need for workforce training.

## Digital Literacy at Work

Careful planning was at the heart of the library's approach to meeting the needs of their community. Rather than jumping in feet first, they took two imperative steps:

1. Borrowed a mobile training lab from the Mississippi Library Commission. This gave them the ability to better assess the training needs of their community, as well as participation levels, without making a big up-front financial investment.
2. Trained staff on how to deliver technology training. Through a skills development grant from the Mississippi Library Commission made possible with LSTA funding, they hired a consultant to provide train-the-trainer classes that covered how to teach basic computer and Internet usage.

These two steps proved to be valuable in shaping and growing the program. The library borrowed the lab for 3 three-month periods and obtained feedback from all training class participants. They started with offering basic computer classes that brought in about 75 participants for the first three-month period. Based on participant feedback, they added basic Internet training and grew to about 135 participants in the final pilot three-month period. Possibly the greatest outcome of this approach was a \$20,000 LSTA-funded grant to purchase their own mobile laptop lab with 14 laptops. The library made the case for this grant based on their direct experience and training participant demand.

As the need for workforce development support was identified, one of the library staff applied for and received a scholarship to attend the national Project Compass training held in April 2012. This training program was led by WebJunction and the State

Library of North Carolina and was funded by IMLS to support public libraries' efforts to meet the urgent and growing needs of communities impacted by the economic downturn. The Columbus-Lowndes Public Library started offering resume building and job searching classes based on the lessons and resources from Project Compass.

## Making It Happen

**Financial Resources**—The library's budget has been stagnant since 2008. Leveraging the Mississippi Library Commission's training equipment was a 'no cost' way for the library to build the case for its own mobile training lab. The library then successfully applied for a \$20,000 LSTA-funded grant to fund the equipment purchase.

**Human Resources**—A group of five library staff participated in a skills development program made possible by a grant from LSTA. Through a train-the-trainer model, these library staff then conducted similar training for all staff in the Columbus-Lowndes Public Library. This model of learning and teaching one another has worked well for the library. While there is not a dedicated technology trainer, all library staff have responsibility for scheduling training classes, delivering training, and setting up and breaking down the mobile lab.

**Space Planning**—Having a mobile lab allows the library to use existing space to conduct training. They use their all-purpose meeting room that seats up to 75 people for their training sessions. This means they have to set up and break down the laptop stations before and after each class.

## Librarian Insights

Library Director Erin Stringer has some great nuggets of advice if you are considering a mobile lab for your library.

- Borrow a training lab to assess the training needs in your community, in terms of class topics and level of demand.
- Find a way to get to know the digital literacy needs in your community. Some topics may not be identified through formal assessments. Spending time in the community and being thoughtful about how you address community needs with digital literacy programming is important.
- Train-the-trainer programs are a great model for learning how to offer a specific training class to your community in a professional way. And you can replicate this model within your library so you can grow your training team.

**“Spending time in the community and being thoughtful about how you address community needs with digital literacy programming is important.”**

## Looking To The Future

The Columbus-Lowndes Public Library would like to expand its training offerings to meet additional community needs. To help address the high dropout rate at the local high school, the library would like to offer GED classes. Their patrons are also interested in additional training topics such as how to use an eReader and tax preparation. The library needs to find training resources for these topics, as well as preparing staff or partnering with local organizations to deliver training.

# Mississippi: Jackson-George Regional Library System



**Location:** Pascagoula, Mississippi

**Number of Buildings:** 8

**Staff Size:** 83

**Community Size:** 155,600

**Desktops:** 146

**Laptops:** 7

**Training Labs:** 2 with 16 computers each; one is dedicated and one is also used for public access computing

**Training Topics:**  
[www.jgrls.org/computerclass.htm](http://www.jgrls.org/computerclass.htm)

**Digital Literacy Support Categories:** Trainers and Coaches, and Training Facilities

## Summary

The Jackson-George Regional Library System (JGRLS) training program illustrates the value in having a professional technology trainer on staff enables them to clearly understand community technology training needs, and address these needs by leveraging in-house staff in conjunction with a state-funded technology training partnership, they have also been creative with their space in order to provide training without having a dedicated training lab in every building.

## Community Needs Assessment

As a formal method of needs assessment, JGRLS distributes an evaluation form after each training session. Participants use this form to give input on classes they would like the library to offer. Two classes that have been added to the curriculum as a result of this evaluation are Microsoft Excel and PowerPoint.

Front line public service staff are also a great resource. Because they are responsible for assisting patrons with technology questions on public access computers, they are keenly aware of patron needs. Front line staff have reported that patrons have requested help with iPads and a variety of e-readers. As a result, the library has held classes specifically on these topics to meet the demand. The professional technology trainer has also provided individual training on these topics on occasion.

Through both formal and informal methods, information from staff is regularly shared with the technology trainer. When a patron requests something from a front line staff member, they email the trainer immediately to let her know about the request. The branch manager in each location often sends the trainer an email about requests as well. The trainer also solicits feedback from staff members when visiting the branches.

Another key asset when assessing community needs is having a professional trainer who visits the branches more than any other administrative member, other than their daily delivery driver! She has the opportunity to observe patrons and patron-staff interactions daily and can identify needs first hand. Library Director Carol Hewlett commented, "I think this gives us better information than any survey could!"

## Digital Literacy at Work

To address the technology training needs of their community, JGRLS offers training classes ranging from introductory level word processing classes, to social media classes such as Twitter and Pinterest, to iPad demonstration classes. With this range of content, JGRLS addresses a myriad of training needs for users of varying abilities. One quantifiable benefit is that these classes often bring in patrons who have not previously been library users. Since they advertise on local radio, TV and in newspapers, as well as in the library branches and on the website, they reach a broad audience.

The library training team fills a critical need in their community. When a local job center did not have a trainer for several months, JGRLS stepped up to the plate to assist job-seekers. The library trainer developed a class on how to search for online job postings,

fill out online applications, the basics of cover letters and resumes, and email tips such as opening a free account and attaching a document.

## Making It Happen

**Financial Resources**—When JGRLS received a public access computing grant from the Bill & Melinda Gates Foundation in 1998, one of the requirements was to have a technology trainer for the first year. This kickstarted their focus on training and they’ve never looked back. It is now a core part of their services, and the technology training position is a line item in their budget. When the library was faced with the prospect of having to cut back and offer training in only 2 of their 8 branches, they leveraged their e-BEAT (Extension Broadband Education and Adoption Team) Partnership (see Partnerships), which made it possible to offer trainings in all 8 branches.

**Human Resources**—The foundation of the JGRLS training program is having a professional technology trainer on staff. This person is responsible for developing, scheduling and delivering technology training sessions. She is also the point person responsible for training partnerships such as the e-BEAT partnership highlighted in the Partnership section.

**Partnerships**—JGRLS points to their e-BEAT partnership as a successful relationship for building capacity in delivering technology training to their community. e-BEAT was created as part of a grant from the Mississippi Governor’s office to help Mississippians use broadband and information technology to further community and economic development opportunities. Funding was made possible by the American Recovery and Reinvestment Act and is managed through the Mississippi State Extension Service. This relationship provides a trainer to the library on various technology topics.

Having this resource has expanded the variety of training options and the availability of workshops at their sites. Examples of training topics beyond the core, traditional offerings include Facebook, Facebook for churches, Twitter, Intro to iPad, Pinterest and Google 101, which trains patrons to use Google tools other than searching.

The library’s technology trainer partners closely with the e-BEAT trainer to ensure that the integration of training topics and scheduling is seamless. It is so seamless that the community sees the e-BEAT workshops as just another workshop that the library offers, rather than something separate or different.

**Space Planning**—Being creative with their space has allowed JGRLS to provide more training. For example, when there are fewer people in the library, they use public access computers for training classes.

## Librarian Insights

Library Director, Carol Hewlett, identified several areas of focus for digital literacy success.

1. Library Staff Digital Literacy—She strongly recommends that you train staff first on new technologies and get them comfortable with potential questions from patrons. Because it is impossible for staff to know all the answers, it is important to provide them with information on where to find answers, or how to refer questions to someone else.

2. Patron Training Solutions and Tips:

- Be creative with your training space. Don’t be afraid to use public access computers for training classes. Offer these classes when there are fewer people in the library than normal.
- Always call and remind those signed up for classes of the date and time the day before the class.
- Be open to walk-ins the day of the class if space is available.
- Provide evaluation forms at each training session and ensure that forms are reviewed by administrative staff.
- Train and review your trainers. If you don’t have a professional trainer this is even more important, so that you know that the standard for training is maintained. Not all tech savvy folks make good trainers, and not everyone good at public service is also good at training.

“Be creative with your training space. Don’t be afraid to use Public Access Computers for training classes. Offer these classes when there are fewer people in the library than normal.”

## Looking To The Future

The two services that JGRLS would love to expand would be their professional training staff and their web presence.

Another full-time trainer would provide the capacity for one trainer to focus on staff training and the other on public training.

Keeping the community informed and engaged would be much easier with a team member dedicated to keeping the website and social media sites full of fresh content.

Both of these needs could be met with appropriate long-term funding.

# Mississippi: Waynesboro-Wayne County Library System



**Location:** Waynesboro, Mississippi

**Number of Buildings:** 1

**Staff Size:** 4 full-time, 7 part-time

**Community Size:** 20,654

**Desktops:** 16

**Personal Devices:** iPad and Kindle Fire to train staff on how to use eBooks

**Training Labs:** 10 HP TouchSmart Machines and Hearing Impaired machine with webcam for communicating with sign language; 6 Gateway computers in the Reference Section

**Training Topics:**

[www.wwcls.lib.ms.us/services/technical-services/](http://www.wwcls.lib.ms.us/services/technical-services/)

**Digital Literacy Support Categories:**

Technology Capabilities and Training Facilities, Trainers and Coaches

## Summary

Through a state-funded program, Waynesboro-Wayne County Library System is providing their community with an online job search experience that is not available elsewhere in their county. To support the specific needs of job searchers, the library staff employs a one-on-one model to help patrons.

## Community Needs Assessment

Informal requests from patrons have led to focused programs at Waynesboro-Wayne County Library System. Aside from offering two levels of basic computing classes, Facebook, Pinterest and Internet classes, the library recognized that the community would benefit from robust job search resources. Understanding this need is what led to the library seeking designation as an E-WIN (Workforce Investment Network) Job Center Access Point.

## Digital Literacy at Work

While paging through the morning paper, the library director for Waynesboro-Wayne County Library System learned about a library with an E-WIN Job Center Access Point. She contacted the Mississippi Department of Employment Security to schedule an evaluation of her library that included hardware, software, and library size. The library was then officially designated an E-WIN Job Center Access Point, serving as an alternative and convenient site for job-searchers to perform a job search and the unemployed to report their job-hunting activities. Local business owners can also post job openings in Wayne County from the library's customized E-WIN web page.

The Mississippi Department of Employment Security provided a two-hour training for the entire library staff on the services available through their agency, and how to navigate their electronic resources. They also configured all of the computers in the library with the E-WIN icon so users can quickly get to the resources they need. By clicking on this icon, users can link to the state's employment webpage, search for jobs by zip code, find information about building resumes, and tips on how to dress for an interview. In Mississippi, unemployment verification can no longer be done by telephone, it must be done online. If an individual is receiving unemployment, the library will fax verification to the state for the job seeker.

When patrons who use the E-WIN portal have questions, the library staff provides one-on-one support. This is because the requests are very specific to the job searcher and often involve confidential information. As a result of having this resource in the library, there are plans to start offering resume writing workshops, including how to attach an electronic resume to an email.

## Making It Happen

**Financial Resources**—E-rate has been critical in bringing high speed Internet access to the library. The library currently has two T-1 lines at a cost of \$1,458/month with E-rate covering 90% of this cost. State library grants funded some hardware and minor capital improvements that created a better environment for computer access.

**Human Resources**—Library staff attend as many workshops for professional development as possible. One person is dedicated to providing the trainings in the computer lab, and the entire staff has received training on the E-WIN resources.

**Partnerships**—The Mississippi Department of Employment Security has been a strong partner for bringing employment resources to the library. They have provided training, posters, and other outreach materials to the library. Patsy Brewer, the Library Director, has spoken at conferences around the state promoting this service in libraries. Many libraries were not aware that they could become an E-WIN center.

Two other meaningful partnerships are with county organizations. As the third oldest county in Mississippi, Wayne County receives a number of requests for genealogy information from around the country. Currently the library has the Wayne County News from 1902– 1998 on microfilm. In a partnership with the Wayne County Genealogy Organization, the library received a private donation to digitize their microfilm and other resources that are not currently indexed.

In a social media marketing effort, the library partners with the Wayne County Extension Service to cross promote one another's services and events on Facebook.

**Space Planning**—Moving into a former Wal-Mart building in 2003 made it possible for the library to innovate the services they offer. They are using 17,000 square feet of a 36,000 square foot building. They have been able to put in a computer lab, fireplace, gift shop, bookstore, and Internet wireless café. Through a grant from the Mississippi Department of Transportation, the library is in the process of building out the remaining space as a museum.

## Librarian Insights

Library Director, Patsy Brewer, offers several tips for general training and job center training.

1. Remember the Basics and Ask Questions—Always remember that you are starting from the beginning when teaching computer basics. Don't assume that your learners know anything about computers. Also ask a lot of questions up front to assess what the learners know. Simply asking if they have a Facebook account or an email address will tell you a lot about their experience.

2. Job Center Coaching and Support

- Your staff needs to know how to navigate job center resources with proficiency to provide support.
- There is often a lot of confidential information involved with job searches and filing for unemployment. Encourage job seekers with low computer skills to bring a friend to help them with typing and using a mouse.
- Allow additional time when possible for job seekers. They may need it for resume building and online job applications.

**“There is often a lot of confidential information involved with job searches and filing for unemployment. Encourage job seekers with low computer skills to bring a friend to help them with typing and using a mouse.”**

## Looking To The Future

Raising the library's visibility through advertising, publicity and social media is an area Waynesboro-Wayne County Library System would like to improve in the future. The library would also like to offer more technology training classes on a wider variety of topics. In terms of space, they would like to have a designated job center area with dedicated computers and resources for job searching.

# West Virginia: Martinsburg-Berkeley County Public Library



**Location:** Martinsburg, West Virginia

**Number of Buildings:** 4

**Staff Size:** 28 full-time, 18 part-time

**Community Size:** 104,169

**Desktops:** 65

**Laptops:** 20

**Personal Devices:** 9 Kindles and iPads

**Training Labs:** 24 desktops at main library; laptops are used for training in branches

**Training Topics:** Self-paced learning software from LearningExpress and Universal Class on a variety of topics from basic computing to Microsoft Productivity Suite; examples include: Mouse Tutorial, Computer Skills, File management, Exploring the Web, Email basics, Basic/Intermediate Word Processing, Basic/Intermediate Spreadsheets, Basic/Intermediate Presentations

**Digital Literacy Support Categories:** Training Offerings

## Summary

With a belief that learners have individual needs and often learn at a different pace, Martinsburg-Berkeley County Public Library offers a self-paced technology training model. This model is supported by technology helpers in the computer lab.

## Community Needs Assessment

This library system offers instructor-led technology training with their mobile laptop lab at their branches, and they used to offer instructor-led training at their main library. For all of these classes evaluation forms are provided. Along with these forms, the library relies on word of mouth and staff observation.

The key findings through all three methods of needs assessment have been that the learners are most interested in basic computing skills and connecting the dots between what they are learning and how this knowledge will help them either get a job or get a better job. Library staff have also observed a need for an Internet safety training to help their patrons use better discretion when they are online.

## Digital Literacy at Work

With the community needs assessment information in mind, the library has moved to a self-paced technology training model at the main library where most of the training takes place. The branches still have instructor-led training from time to time. To implement this model, the library purchased two Tech Media software subscriptions for use in the computer lab as well as Universal Class for use in the library or remotely with a library card. Additionally, the library promotes LearningExpress to their patrons, which is offered statewide by the West Virginia Library Commission for use anytime, anywhere, with a library card.

## Making It Happen

**Financial Resources**—When Pam Coyle started as library director 11 years ago, she started talking about technology. Her library was the first in West Virginia to have eBooks available to patrons. All departments have made a move towards technology using annual operating funds. The library has allocated \$100,000 of their \$300,000 materials budget to electronic resources, such as eBooks, downloadable audio books, and electronic databases. While LearningExpress is made available at no cost through the West Virginia Library Commission, the library elected to build out a more robust self-paced learning program by purchasing two other online learning catalogs: Tech Media and Universal Class.

**Human Resources**—The library director has found that the best staffing model for self-paced training is having a tech-savvy IT team. The head of the team has extensive experience in computer science. He has a team of 3 associates that provide support in

the training lab at the main library. Each of the branch libraries also has a tech-savvy person on staff that can deliver in-person training.

**Partnerships**—Martinsburg-Berkeley County Public Library has successfully built partnerships that are mutually beneficial and create value for the community.

One example is a workforce development project funded by a grant from the West Virginia Library Commission and Workforce West Virginia that funded four workforce computers dedicated to job searching. They are configured to mirror a computer someone would find at the unemployment office with links to job sites and resume builder software. The library fully supports the community in its use of these workforce computers. A staff person prints out job listings once a week and posts important job application information near the computers so patrons can quickly scan for jobs they are interested in and easily apply online. The staff also provides one-on-one help with resume writing as requested by patrons.

In another partnership, Blue Ridge Community and Technical College (BRCTC) donated 10 laptops to the library for their students to use for research, paper writing, and test taking. As a result, BRCTC doesn't have to maintain a physical library for their students and the library has greater traffic. Because the students are typically non-traditional students, they also bring their children to the library to take advantage of the children's programming.

The library is also partnering with Literacy of the Eastern Panhandle, which covers the three-county region of Berkeley, Jefferson, and Morgan. The staff members of the literacy organization are physically located in the library. They recently received a \$15,000 grant to purchase laptop computers that will have literacy software for both new readers as well as English as Second Language (ESL) learners. The laptops will travel around the three-county region to provide literacy programming in the main Martinsburg library as well as other non-library locations. Because these programs are associated with the library, participants become more comfortable with the library and the services that are offered.

**Space Planning**—To bring the self-paced learning model to life, the library created a separate training lab with 24 desktops. The lab is supported by a technology trainer during the dedicated training sessions.

## Librarian Insights

Library Director Pam Coyle provided some key tips for implementing a successful digital literacy program:

1. Staff Buy-In—Start early when getting staff buy-in. Be sure they understand the plan for the services the library will provide.
2. Community Needs—Pam cannot stress enough how important it is to understand the needs of your community. Consider individuals and what they need. “You won't solve digital literacy by doing massive classes! Reach people one-on-one. It's what libraries have always done well.”

“You won't solve digital literacy by doing massive classes! Reach people one-on-one. It's what libraries have always done well.”

## Looking To The Future

As the library considers future community needs, it's clear that they would benefit from additional staff on the technology team who can provide more hours of support in the training lab. To expand public access to technology, the library is trying to figure out how to securely lend personal computing devices to patrons. In addition, the library would like to have a “technology mobile” to bring technology and training directly to their significantly rural population.

# West Virginia: Mary H. Weir Public Library



**Location:** Weirton, West Virginia

**Number of Buildings:** 1

**Staff Size:** 6 full-time, 10 part-time

**Community Size:** 24,333

**Desktops:** 48

**Laptops:** 7

**Training Labs:** 10 desktops

**Training Topics:** Microsoft Office Suite

**Digital Literacy Support Categories:** Trainers and Coaches

## Summary

By leveraging the national AmeriCorps program, the Mary H. Weir Public Library significantly expanded digital literacy capacity in their library.

## Community Needs Assessment

As part of their technology planning process, the Mary H. Weir Public Library held focus groups in 2012 to obtain community input. The community recommended updating equipment and software as well as additional training on how to use technology, including eBooks, email basics, and productivity software. These focus groups helped the library with long-term planning and the staff also regularly gathers input by word-of-mouth through conversations with patrons that help to inform immediate programming and support for digital literacy training.

## Digital Literacy at Work

AmeriCorps has been a great resource for building digital literacy capacity at the library. There are currently two AmeriCorps members on staff; one member works with children and technology services while the other addresses the graphics and document printing needs of the public. In addition, the library had an AmeriCorps VISTA volunteer helped the library develop and launch their collection of Foundation Center of New York databases.

To hire people through AmeriCorps, the library worked with LifeBridge, which screens candidates and manages members and volunteers. The library had to complete a formal application that described the work responsibilities and the value to the community, along with a plan for supervising the volunteer. After the library's application was approved, the library director conducted outreach to make the position more visible to potential AmeriCorp members and volunteers and to encourage these individuals to look at the opportunity and apply for the positions. The AmeriCorp members and volunteers make a one-year, full-time commitment to the position.

## Making It Happen

**Financial Resources**—The library is a United Way grantee, receiving approximately \$15,000 annually. These funds are typically used to support purchases such as workbooks for computer classes and computer software. The library also uses these funds for a subscription to the online Careers Internet Database which helps users understand career options, explore schools and professional associations that offer programs for that occupation, and find relevant periodicals for the profession.

To support the AmeriCorp program in the library, the library dedicated matching funds for their AmeriCorps members, at \$5,000 each per year, and VISTA volunteer at \$1,700 per year.

**Human Resources**—For digital literacy services, the library relies on a community volunteer who offers business computer classes as well as the AmeriCorps members.

## Librarian Insights

Library Director Richard Rekowski believes strongly in staying in front of community needs. He suggests putting yourself in a position to talk to community members in new ways and getting involved with local planning commissions and development offices. It's also important to tailor your story of what the library can offer to specific groups.

The library has also looked for opportunities to build and expand valuable partnerships with the National Council on the Aging, Goodwill Industries and Workforce West Virginia to help with patron needs.

**“It’s also important to tailor the story of what the library can offer to specific groups.”**

## Looking To The Future

The library wants to keep up and possibly get in front of technology trends and changes. This requires training and education for library staff on new technologies and software. It also means considering creative learning opportunities like having volunteer college students support patrons in using the public access computers

# West Virginia: Raleigh County Library



**Location:** Beckley, West Virginia

**Number of Buildings:** 4

**Staff Size:** 36

**Community Size:** 79,220

**Desktops:** 40

**Laptops:** 7

**Training Labs:** Portable laptop lab

**Training Topics:** Basic computer skills,

eReader training with Wi-Fi and OverDrive access, resume writing, digital media lab for young adults

**Digital Literacy Support Categories:** Training Offerings

## Summary

In 12 short months, the Raleigh County Library has gone from being mainly a book depository to a dynamic community partner. Through a keen focus on educating patrons coupled with bringing their technology up-to-date, the library is raising the level of digital literacy in their community.

## Community Needs Assessment

The library has conducted two rounds of surveys. In each round they gave an online survey and a paper based survey to their patrons. The key question they asked was about what type of technology classes the community would like to have offered at the library.

This community is very proficient in using their cell phones and can use Facebook but there seems to be a gap in basic computing skills, like creating and using an email account, Internet searching, and basic productivity software. To take this a step further, there is a clear need for patrons to learn how to access job and government information online. The library is also working to help patrons overcome their fears about using the Internet safely.

## Digital Literacy at Work

When the library first began offering classes, they started with Microsoft Office, but quickly realized that they had to take a few steps back to address basic computing skills. The library pivoted to address the community needs by offering two levels of Basic Computer Skills in lieu of the Office classes. They have creatively woven Internet Searching and Internet Safety into these classes.

## Making It Happen

**Financial Resources**—The library director brought a strong focus on technology when she started two years ago. She began by reallocating the collection development budget to increase funding for digital resources like databases and eBooks, while reducing purchases of nonfiction and reference books. The library also invested in a portable training lab that could be easily moved to branch libraries for training. With a grant from the Beckley Area Foundation and support from Friends of the Library, the library purchased a portable laptop lab complete with seven training laptops, an instructor laptop and a charging cart.

**Human Resources**—The library director recognized that she needed to hire more staff with strong technology skills and expertise. She recruited and hired staff with library degrees who could provide technology training to patrons. A number of other employees are enrolled in school or professional development programs to improve their expertise and skills.

**Partnerships**—As the library transforms into a digital learning center, the library director is exploring partnerships that would benefit the community. One possibility is partnering with the Commission on Aging to offer computer classes at the senior center or to bus seniors to the library to take classes.

The Head of Information Services will begin school visits this fall to teach students how to use the public library's databases for their homework. To coordinate this, the library contacted the school librarians who then facilitated connections with the English teachers. One of the goals of this partnership is to increase usage of the library's databases by students writing research papers.

**Space Planning**—To create a more open and inviting space to access computers, the library is taking down the walls of the existing computer lab. They use a conference room for providing training with the portable laptop lab. The multi-purpose conference room holds about 50 people and can be scheduled for use by other nonprofit community organizations.

## Librarian Insights

Library Director Amy Lilly said it's critical to understand the community's perception of the library. This provides a valuable starting point for creating a concrete marketing plan for digital literacy services.

## Looking To The Future

The library has identified a number of community needs that it would like to address in the future. First, patrons and training participants often ask questions about their home computer hardware and software. The library team would like to develop a model for responding to these requests. The library also sees a need for assistive technology given the significant senior population and time spent helping patrons with basic mouse navigation. In addition, the library would like to provide 24/7 community access to its Wi-Fi network to support the near 50% of the population that does not have Internet access at home. Lastly, the library has identified a need for staff training on navigating government websites and accessing federal forms to better respond to patron requests and information needs.

# 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](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](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](http://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](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](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/>

# Appendix E: Big List of Support Ideas

COSLA 2012 Fall Meeting (October 16, 2012)

## Preface

At the COSLA Fall Meeting, we held a session on Digital Literacy and State Library Supports. Together we brainstormed a wide range of possible supports or resources that state libraries might provide to advance public library efforts to increase digital literacy in their communities. Captured here is the full list of ideas brainstormed by the group and includes ideas for consideration as well as work already underway. The information is organized by support categories with sub-themes (you may recall the exercise we did with color coded notecards). We hope these ideas can foster further idea development and conversations in your state.

## Technology Capabilities and Training Facilities

### Partnerships/partner facilities

- Schools/Community Colleges
  - Partnerships with community colleges and private colleges, especially when public training can be scheduled during college breaks
  - Work with local community colleges and high schools with training labs, use their facilities after hours
  - Partner for adult education
- Workforce
  - Working with Workforce Commission to locate computers in libraries to increase their capacity and to offer additional training when workforce offices are closed
  - Partner with workforce to collaborate on training
  - Partner with Workforce Solutions for sites outside the library
- Identify partners who could support or provide capacity
- Library services need to be offered outside of libraries. Take the service to the community.
- Partner with State Library Association
- Use partner agency facilities.
- Evening and weekends use wireless business (eg Starbucks, for the library to set up and promote training)

- INS
- Churches, YMCA, Boys and Girls Clubs
- Seek out other local partners who may have training labs. Work with other agencies in adult educations and adult literacy.

### Video conferencing

- We are deploying videoconferencing equipment in 7–8 libraries and will use Google Hangout. Why not develop training that can be done live across broad geographic areas with regular calendar of training events. We could coordinate this with Google. (VT)
- Looking to expand video conferencing to more libraries through grants
- Installed videoconferencing equipment in 38 non-metropolitan areas
- Use of statewide videoconferencing for not just library staff, but patrons for computer training.

### Mobile and fixed labs

- Purchasing another round of discounted laptops (through ARRA) to libraries including 2 sets of training laptop that move to training sites
- LSTA subgrants for computers lab and public access equipment
- Through BTOP grant NYSL have 5 mobile labs and also video conferencing at 35 sites in upstate.
- Encourage existing labs to expand their areas.

- ARRA funds used to install computers at rec centers; community college.
- Community Centers—mobile labs
- Web on Wheels bus
- Mobile computer labs and techs available regionally.
- Libraries with tech labs—especially BTOP PCC libraries
- Laptops on carts for training options.
- Mobile computer lab to send around state (like OH does)!
- Libraries in Michigan have mobile training labs. State library helped with purchase.
- Mobile labs with new technology, tablets, ipads, smartphones, travel to all libraries (current LSTA grant)
- BTOP project is taking staff and mobile equip out to libraries to train end users
- Anoka County (LSTA grant) established workforce training grant lab (collaborated with school district and county agencies).
- Supplying iPads and laptop funds for libraries to purchase so that training is not limited to library specific locations.
- Provide or develop joint procurement of mobile training lab equipment.
- Preloaded tablets
- Tried to do tablet labs but we were turned down by the agency that expressed concern that tablet labs were frivolous.

## Petting zoos

- Technology “petting zoos” particularly for mobile device and ereaders
- “Touch and Feel!” boxes for staff to become comfortable with features of various equip
- Offered LSTA grants to put e-readers for staff in libraries to learn how they work

## Other ideas

- Bring your own device (BYOD) days
- Hand held devices for training
- Maybe Edge will help—need to know the capacity needed —number of IT staff needed to support. How many more do we need?
- What KSAs (knowledge, skills and abilities) are needed for staff—sample job descriptions
- Construction design for buildings—recommended space

allocated to this per size of library

- Demonstrate usefulness of tablets. Google Chromebook project in CA
- Recent deployment of Google used computer to libraries and adult education sites (VT) Establish an umbrella org with a variety of venues
- Network for distance/multi-venue training
- Staff of trainers
- Provide trainers with devices so they can take it to the client training session (1:1). Works well when the library doesn’t have enough space or computers or client can’t come to the library.
- Funding assistive technology (LSTA)
- Training by Skype. Especially specific just in time training.
- State dollars (through SLA) with regional library telecomm aid to support line (internet access\_ per eligible library building (member regional public library system to open 20 hrs/week. (MN)
- Use of public library computers after hours.
- Presently, webinars only. Nothing more. Woefully behind the game here!
- Seek all/any funding for libraries to get them equipment. Complete the grant on their behalf! Make it easy to get equipment.
- Have a site where training can be archived and viewed asynchronously
- Virtual users exploratory group (VUE)—use of mobile devices
- DAZEL—Developing Arizona Electronic Libraries—ereaders, local content
- EGG—Exploring Grants Group. Webinar series to help develop LSTA grants, rural staff
- BTOP grant in Michigan, increased PPCs
- Maybe libraries can deploy staff/trainers to other places where there are labs—community colleges, ISDs, etc.

## Digital Literacy Trainers and Coaches

### Volunteers

- Volunteer trainers
- Utilize volunteer programs where people go online to find volunteer opportunities (most likely urban areas)
- Support volunteer logistics
- Tips and ideas on how to get volunteers to commit to this work

- Tap into groups of volunteers already active in communities, like SCORE
- Contact civic groups (e.g. rotary) and business to recruit volunteers
- Use United Way’s Raise Your Hand campaign to recruit volunteer trainers.
- High school service club members as volunteer trainers (e.g., Key Club)

## Retired volunteers (librarians and others)

- Utilize retired librarians
- Retirees as “second half of life” volunteers
- Involve retirees through senior citizen organizations

## Shared trainers/shared lists of qualified trainers

- Create a public list of “certified” trainers who are willing to travel
- Traveling trainers
- Recruiting and training trainers who can serve multiple libraries “circuit riders”

## Student volunteers/workstudy (schools, community colleges)

- Work-study students from nearby college as tutors
- Partnerships with library and information schools for support to staff
- Teen mentor programs to provide 1:1 help (partner with high schools). Queens Public Library has done this.
- Teen trainers (Library Trustees Association initiative)
- Student interns
- Recruit library school students.
- Get student volunteers from local schools. Student senior programs.
- Work study program at local colleges to provide student trainers
- Enlist teenagers to teach library staff
- Use students required to do community services as volunteers
- Partner with local schools for teen volunteers to teach basic skills to seniors. In our state, A+ students (college bound program) must acquire community service hours. Some of our public libraries are doing this successfully—senior love it and the students are (surprisingly) patient tutors!
- Community college (Technical college). Technology (IT) students. Tutoring for credit

## Partnerships

- Collaborate with Department of Education
- Partner agency—tribal libraries (work on how-to that expands program availability)
- Partner w/and utilize community college outreach services
- Partner with network of community colleges
- Partnerships with community colleges for trainers. Community colleges tend to be very community oriented.
- Targeted partnerships with vested groups, county workforce boards, state Department of Labor
- Maybe in state government there is another area (IT or somewhere) who might have trainers available that we could help deploy to libraries for training trainers.
- Make lists (by categories) of potential partner agencies who could provide trainers—this could help local librarians identify and approach potential new partners.
- Partner with other agencies/orgs etc
- Partner with other anchor institutions to recruit and manage volunteer trainers.
- Use Educational Broadcasting facilities
- Partner with Council of Digital Inclusion (WA)

## Webinars/Virtual Training

- Webinars
- Webinars, especially for special needs like online unemployment application done by workforce board
- Recorded training sessions
- Virtual training via collaborate for training labs
- Use videoconferencing to distribute one trainer to many locations
- Virtual tutors—provide statewide license and platform to provide the service

## Train the trainer

- Promote training of trainers among libraries
- Train trainers—large scale deployment like “Project Compass” model
- NYLA is rolling out a 3 year train-the-trainer—training library staff to train users in digital literacy skills. Standard curriculum/state library is a partner
- PLA project identifying train the trainer curricula

## Other ideas

- Virtual training good—but needs to be coupled with 1:1 live tutoring
- Need transportation for tutors/trainer/volunteers to get to libraries
- Local experts hired by libraries
- Get Learner Web adult literacy (Portland State University). Designed for use with on-site literacy tutors.
- Check in with Brainfuse and or Tutor.com to lower virtual tutor costs
- Link to other literacy efforts (ESL, ABE)
- Get state legislature to support money for program expansion—link to economic development, job improvements.
- Advertise/promote existing online training resources such as Learning Express Library (to Library staff)
- Canned training delivered when needed
- Website plus in-library courses (MN)
- Northstar Digital Literacy Standards (<http://digitalliteracyassessment.org>) (MN)
- Modules of self-direction train to have curriculum on the web (1/2 there)
- Have graduate of training volunteers train peers
- Requiring training by library staff—all involved
- Create technology boxes with different “brands” of different types of technology for hands-on learning
- Programs that use mentor relationships in public libraries to help at-risk kids use technology. Seeded with equipment money to kick start.
- Kits of new technology equipment with online or written training. I pads, kindles, nooks, smartphones, etc.
- Need ready reference online content (Bold Visions) for all labs to use
- Needs assessment tool for the public, quantify the need in each area, determine capacity needed, when have we

reached saturation?

- Database of community spaces available for training—how do we get equipment there.
- How practical to get money for mobile laptop labs?

## Training Offerings

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### Partnerships

- Partner with extension service to provide training in libraries
- Partner with expertise of Continuing Education forum
- Work with partner organizations to either add existing programs to archived training available for videoconferencing sites
- Partner agency coordination (Adult Education)
- Reach to partners at state level to explore how to work together/increase offerings
- Work with community colleges to develop internships for computer coaches
- Work with Workforce Commission to offer cross training to users searching for work
- Office for Refugees as a partner, providing trainers; we provided guidelines for trainers
- Proactive collaboration with community colleges
- Convene other potential partners to determine current activities
- Compile full list of local offerings
- Targeted training partners (churches, adult ed programs, workforce, elder care facilities, youth connections).
- Housing authorities
- Continuing Education staff member works with 1) MN Learning Commons (Dept. of Ed and other state depts); 2) Technology Literacy Collaborative ([www.tlc-mn.org](http://www.tlc-mn.org))
- Not-for-profit groups that train for hire and grow skills in unemployed workers.
- Also partnered with a statewide consortium on ebook series webinars at same time—aiming for topic saturation

## Use and promote existing materials

- Don't reinvent the wheel. Bold Visions meeting already addressed this, Create Ready Reference online content. We need online national info as a true lure organized by public content, staff content, staff conversations. Keep the conversations separate from tools.
- Identify training packages developed elsewhere (other state agencies (orgs, other SLAs) and package them for local library use
- Research and document full possible curriculum. Catalogue it with metadata.
- Create a portal that both provides information and points to information information compiled by others
- Compile and distribute lists of organizations in the area offering free digital literacy training (for staff info and to distribute to interested patrons)
- Packaged curriculum that can be used by face to face trainers
- Establish standard online training resources (eg. Goodwill)
- Pre-developed "cheat sheets" libraries or the public can use
- Use state-developed resources/BTOP projects. Pool all info into one shared portal (CO Tech/Digital literacy training website)
- Choose 3 outstanding curricula packages and make them available wholesale to orgs and libraries across the country.
- Make sure self paced curriculum is promoted
- Create awareness of PLA resources
- Discuss and share at COSLA level who already has content
- Start an online discussion to find out modules of current activity in state
- Perhaps @MichiganWorks offices training focused around applying for unemployment or job applications could be deployed. By them or by social service orgs with people trained by library staff.

## Curriculum development

- Try to offer seminars or narrow specific topics to keep training fresh and keep people engaged.
- Curricula needs to be diverse and multi-lingual (basics to complex)
- Modules of self-instructed curriculum online for patrons or train-the-trainer in Spanish and Navajo
- NY has an approved digital literacy curriculum. Worked with statewide taskforce and NYS BB council to develop "It's Available Online" Digital is the website. Being used in train the trainer sessions.

- Consider YouTube as a training platform—especially for higher level topics—because so many people are already turning to YouTube for other kinds of training.
- State library can/should create modules—OR coordinate/gather and serve training already developed by some libraries. State library as coordinating entity.
- One page handouts, tip sheets
- Library Guide page on training materials
- Develop joint curriculum with local high schools and local colleges for use in libraries.
- At state level, develop training aids that can be provided for download to the local level.
- Gather a group of interested trainers to design content.
- Call for area students and scouts to develop and deliver new offerings

## Self-paced learning

- Is there a self-paced software program that we could all be using to hone continuity of effort? WJ used to offer this and we need it again.
- Limited self-paced training is available through our statewide database suite but is not robust. Have not been impressed with other products. Teaching basics needs to be done in person.
- Statewide license for online patron training modules.
- Self-paced training online for more specialized topics. Eg. Government, health.
- Learning Express online computer skills training available to all residents of the state.
- Access to training online. Learning Express Library delivered on PAC and mobile devices.
- YouTube videos demonstrating various skills (widgets) which could be accessed via local websites.

## Webinars

- Webinars (movi)
- Make archives of webinars from BTOP project available online
- Recorded training and webinars

## Train staff

- Train library line staff in use of self-paced training and support of patrons using self paced training
- Train the trainers
- List of essential competencies as a checklist for trainers to cover
- For training trainers, the Boy Scouts have a great online training module for leaders regarding safety that is a good model.
- We are training the trainer on ereaders—staff in local libraries who then train neighbor libraries. Can be deployed quickly and adapted easily for new technologies.

## Other ideas

- Define digital literacy broadly and look for innovative offerings to fill gaps.
- Reference section of SLA to compile online resources, as part of the training
  - Health literacy
  - Economics/small business resources
- Establish standard assistive device package and joint procurement
- National contract for web software that we all use
- Continue to share best practices
- Learning Management System—provide a statewide license and platform for libraries to use, prime it with common curriculum materials
- Just in time training. Informal training.
- Student support for homework and more
- Classes provided by staff, partners, volunteers
- Community college classes in libraries
- Workshops with subject matter experts regarding Ready to Read rendezvous
- Law in the library day
- Encourage training that supports learner finding appropriate interest/skill level easily
- Monthly public library e-government workgroup teleconference call to discuss training issues
- Breadth and depth of training offerings
- Training in using hand held devices
- Seems that hands-on in-person training might be helpful for the residents of our state who don't have access to technology, or don't see its relevance. So, I think that small, easily digestible topics would be best in the library. Ask

high schools for volunteer students to do some classes at libraries.

- Target training for specific groups. Workforce enhancement, veterans returning to civilian life, digital storytelling, local history digitization.
- Join WebJunction as a state partner to help library staff to be better trainers
- Computer mobile (rather than bookmobiles) mobile labs

## Marketing and Promotion

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### Resources to get the word out

- Library resource portal—would have an event calendar resource, partners encouraged to post their events
- State-wide public television interstitials
- Posters e.g. Summer Reading Programs, One Book AZ
- Branding on statewide databases
- Billboards, eg. Job help hubs
- Legislator offices in districts
- WebJunction/Newsletter for training tools
- Feature prominently of website
- Include in newsletters, and friends of the library newsletter (if any)
- Church bulletins
- Talk radio
- Buses, billboards, fast food receipts
- Newspapers inserts (a la Club Digital, “La Opinion” news, CA)
- Training portal (listed partner agencies)
- Impact video
- Guerilla marketing
- PSAs
- Web on Wheels bus
- Ad Council Campaign
- Exhibits at events e.g. Digital Government summit; Festivals; Teacher Training Days Use social networking
- Facebook, blogs, electronic newsletters, radio, posters, tv flyers in utility bills such as water bills
- Newsletters (print, electronic)
- Press release to news media
- Working on brochure to be put in government agencies

- Local listservs, blogs
- Social media, tweets, facebook
- Utility bill inserts
- Incorporate news/activities into ongoing state library updates
- Speaking at civic events (Lions, Rotary, etc)
- Word of mouth
- Cable companies
- Local newspaper
- Schools
- Listservs
- Final report of BTOP to show impact
- Work with online resource providers (EBSCO, Tutor.com, WorldBook) to promote
- Every offering of train the trainer offers chance for publicity
- Government news web site
- Our agency sends out local press releases on awarded grants—gets good local coverage when it happens, but is spotty.
- Wrote white paper with Intel for distribution

## Create templates/shared materials

- At state level, prepare templates for local library use
- Create customizable templates for libraries
- Develop a sample letter to the editor to be used in community newspapers
- Standardized press releases
- PSA scripts
- Create material which can be used by local libs to promote training/raise awareness of value of digital literacy
- State library is providing LibGuides for all public libraries. Local libraries are using for their web sites to host training materials and to advertise training.

## Campaigns/Toolkits

- Work with local university of PR campaign using marketing/communications students—class project. Created many ideas for US and gave students concrete, real project.
- Fabulous pre-marketing: legislators, businesses, media to advertise the kick-off events for training.
- Creating a marketing manual for how to do marketing.
- Toolkit for local libraries with tips and steps for promoting.

- Doing a marketing campaign for 44 communities (in RFP process) on libraries having videoconferencing equipment for customers
- Statewide campaign would be helpful, but additional resources required to do a good campaign.
- Campaign to parents/guardians via take home flyers to children
- Coordinated local based marketing

## Highlight successes

- Find a couple of individual success stories to pitch to local TV stations. i.e. someone who received training at the library which made a difference
- Highlight successful, local programs to other libraries in the state
- Identify public libraries doing good marketing and get permission to use their ideas statewide

## Partnerships

- Bring agencies and orgs together with libraries to plan ahead of time referrals and campaigns leading people to libraries
- Collaborate with public TV for PSAs
- Partner with local foundations/businesses.
- Partner with Cooperative Extension agency (there's one in every county)
- Partner with Employment Development, Workforce Development Boards, Department of Labor
- Partner with the Department of Labor
- Economic Development councils in counties
- Churches and service clubs
- Build on current training partnerships from BTOP grant
- Cross promotion with partner agencies so training opportunities are highlighted on their web sites
- Work with Connected Texas to involve Intel, Dell and AT&T in providing equip for raffling off to patrons
- Working with labor and small business agencies to train on our Gale databases that support their work
- Collaborate with Department of Education on “postsecondary success”
- Minnesota Librarian on State Workforce Development Council
- MN Learning Commons (MN, dept of Ed, Academic institutions)

- Root out community organizations with email lists that might be willing to help disseminate info
- Collaborate with business groups to get word out to broader audience
- Partner with other state agencies (e.g. commerce, economic development)
- Leverage existing relationships to build momentum in new areas
- Partner with Michigan Association of United Ways to have libraries help residents connect with human services resources.
- Partner agency outreach materials

## Outreach

- Outreach to partners is critical
- Outreach to Workforce Commission
- Outreach to Governor’s Committee on People with Disabilities
- Outreach info in MANY different formats, video messages, email, podcasts. Any and all.

## Connect2Compete

- Zip code locator tool—important to add content to the databases
- See if you could create subfile from C2C tool to create state or regional tool
- Encouraging library systems to actively participate in C2C project (NY)

## Other ideas

- PAForward.org
- Delaware’s new library brochure, “Menu boards” includes technology testing, creating a mental model for the public of all libraries have to offer. All major subject domains. So, not only the technology, but in context for what patron is trying to solve, create, etc. Helps with advocacy too.
- Link train the trainer effort to workforce economic development
- Career preparation (elementary+) is a new interest expressed Commerce. We’re looking at a possible solution by pooling money across state government for purchase of online databases (a la Career Cruising and Learning Express)
- Primarily local—tied to local programs
- Focusing on getting increased state money for high speed

connectivity for public libraries

- Market digital literacy training opportunities and value of adoption along with questions.
- Establish umbrella organization with partner anchor orgs to promote directory of training venues, and to promote same

## Evaluation and Results

### Collecting/Using statistics and successes

- Use the stats we all collect and work with local libraries to help them use their own stats—take advantage of the expertise of state data coordinators
- Develop common measures to easily track acquisition of skills/or change over time. (e.g. “I was a 1, but now a 3 out of 5 on how well I understand digital literacy.)
- Develop standard online survey instrument for those taking classes
- Statewide data warehouse and dashboard system—licensed statewide license to software and platform for use by all public libraries, publishing metrics and benchmarks
- Need a standard reporting tool and data set/definitions.
- Number of PCs available to public in public libraries (produce statistics)
- Number of libraries with wifi (produce statistics)
- Statewide data collections
- Review digital literacy plans with IMLS and develop common success measures
- Develop a set of very clear questions about digital literacy training for our annual survey
- Create info sheets/graphics that indicate how and where training is offered—how many taking advantage. Have questions or annual report related to digital literacy capacity and training and videoconferencing.
- Collect anecdotal info about how library digital literacy training made a difference to a person’s life
- Evaluation—qualitative more than quantitative
- Align inputs to outputs and then get at outcomes.

### Return on Investment / Demonstrate Need

- Need return on investment study—show how digital literacy training translate into money saved or money made by individual or community if digital literacy improves.
- Recent return on investment of impact of regional public library systems—with financial and social impact

(\$1 : \$4.62) (MN)

- Return on investment study on community benefit of library services—3rd party calculation
- Demonstrate to local funders how libraries are being used, what topics are of the greatest interest by the public. What are they asking for? Demonstrate the need

## Advocacy and Storytelling

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### Leverage existing programs

- Geek the Library
- Extensive support for libraries to take Turning the Page training for advocacy at local level
- Present Edge Initiative info at Trustee workshops as a way of helping them understand/embrace the library's role as a technology center
- Implement customized Turning The Page workshop to build case to extend funding for current BTOP funded trainers/equipment services.

### Trustee training

- Trustee training with libraries
- Trustee sessions, info sharing
- Trustee training needed to demonstrate appropriate library role
- Provide digital literacy training to public library trustees—they need to understand the need and importance in order to advocate for support from funders.

## Toolkits

- Would love to have examples of good toolkits for Digital Literacy advocacy in local communities
- Local officials tool kit needed
- Local agency education/benefit toolkit
- Create easy to use evaluation tools

## Storytelling

- Use of a marketing firm that could be lured to distill info into a digestible format. I think we don't "do" this very well.
- Reach out to county and township supervisors
- Newsletter with number of classes and types statewide to legislators.
- Add info to state payroll stubs
- Billboards
- Business outlets
- Inserts
- How to talk about this—sound bites
- Leverage partnerships
- Work with friends groups
- Work with tribal libraries
  - Standard participant count
  - Count number using/learn with webinars
  - Need a uniform instrument form for count, need to understand how to value the count

## Broadband activities

- Visibility with state level broadband initiatives
- Meetings with state broadband players
- Broadband summit planned for Spring 2013—could wrap the need for data evaluation and advocacy into that conversation (MI)
- Connect state broadband partners for promotion/evaluation
- Meetings with broadband player state mapping
- Taking lead in broadband discussion
- Hammering away at broadband plan to include libraries some local partnerships may arise from regional meetings (MO)
- Work with broadband providers during legislative session. They have lobbyists to help explain importance of

broadband in all communities. We don't have a lobbyists so very helpful for budget sessions

- Using BTOP grant evaluate to highlight best practices and tools available to public libraries. Written report to be shared broadly/loads of material on website.

## Stakeholder Engagement and Partnerships

- Other agency heads in government
- Working with League of Municipalities, County Association
- Partner with other state agencies
- Work with Chambers of Commerce, unions, etc to establish certification of trainees
- Partner with other adult education organizations to certify trainees
- Work with Secretary of State to do advocacy
- Participation on councils—at the table—as broadband/technology initiatives unfold (e.g Arizona Telecommunications and Information Council)
- Create partnerships with state association of county commissioners appear at their convention to speak or host a booth in the exhibits
- Partnerships with state associations for city and county government.

## Other ideas

- Link discussion of digital literacy success to other efforts related to workforce and economic development
- Governor's priorities target digital literacy for economic development prompted discussion groups with department heads across state government and need for one department to take leadership. No \$\$ appropriated yet.
- Offer digital literacy training to legislators both through their local libraries and from us at the start of the legislative session
- Use Menu Board of major subject domain (DE)
- Reference librarians are tracking reference questions by major Dewey category. (Most questions right now are Ebooks and jobs) (DE)
- Target areas with both unemployment and high illiteracy and communicate public library efforts to local powers
- Director retreats, info sharing
- Snapshot day for advocacy



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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