Welcome!
The webinar will begin at 2:00 Eastern/11:00 Pacific
Audio Tips

Today’s audio is streaming to your computer’s speakers or headphones.

Too loud or soft? Adjust volume level in the Audio broadcast box:

Lost all sound? Hear an echo? Click on the small radio tower icon (above chat box) OR go to the Communicate menu (at the top of the screen) and select Audio Broadcast to refresh your connection.
Need Help?

Please post **technical support questions** into the **Q&A Panel**.

**Step 1:** Type the problem in the **dialog box**.

**Step 2:** Click **Send**.
Chat Etiquette

Use Chat to talk with attendees and presenters about the topic.

Do not post technical questions to Chat.

And if you’re tweeting, use this hashtag: #wjwebinar
Customize your experience

Panels can be opened or closed by clicking on the panel name at the top of the column, or by using the X in the individual panel.

Hover over edge of panels to drag and resize.
Telephone Access

If you are not able to listen via your computer, you may join by phone.

Step 1: At top left corner, select **Communicate > Teleconference > Join Teleconference**.

Step 2: Call the toll-free number provided.

Step 3: Enter the **Access Code** provided.
Remember to post to Q&A panel if you need technical assistance.

Other Technical problems?

Contact WebEx support
Event Number: 712 020 949
Phone: 1-866-229-3239
Stay Informed

On WebJunction
webjunction.org

Crossroads (monthly newsletter)
Subscribe on homepage

Events
webjunction.org/calendar
Thanks to the generous support of the following state library agencies, WebJunction offers webinar programs for free to all who wish to attend:

**Florida** Department of State’s Division of Library and Information Services

**Idaho** Commission for Libraries

**Illinois** State Library

**Indiana** State Library

**Maine** State Library

**Minnesota** State Library Agency & Minitex

**Mississippi** Library Commission

**Montana** State Library

State Library of **North Carolina**

State Library of **Ohio**

Access **Pennsylvania**

**Texas** State Library & Archives Commission

Library of **Virginia**

**Washington** State Library
Today’s Presenters

Lee Rainie
Director,
Pew Research Center
Internet & American Life Project

Susan Hildreth
Director,
Institute of Museum and Library Services
HOW MUSEUMS AND LIBRARIES CREATE LIFELONG LEARNERS

Growing Young Minds
Growing Young Minds calls upon policy makers and practitioners to **fully use the capacity of libraries and museums** to close knowledge and opportunity gaps and give all children a strong start in learning.
Campaign for Grade-Level Reading:
The Three Challenges

- School Readiness
- Summer Learning Loss
- Chronic Absence
Why Is This Important?

• Too many children are left out of effective early learning opportunities and disconnected from powerful library and museum programs.

• 36% of children in the lowest socio economic status visited libraries in their kindergarten year compared to 66% in the highest SES.

• For museums these figures are 43% vs 65%.
Critical conversations are taking place now at the White House, in Congress, in the State House, and in corporate board rooms across America. Libraries and museums must be a part of the conversation.
The Institute of Museum and Library Services

- $2.5 million in museum and library grants announced in FY 2012 – more to be announced in September.
- Partnerships with the Campaign for Grade-Level Reading and the US Department of Health and Human Services.
- 100% of all state library agencies support lifelong learning and 80% support early learning.
About the Report

- Developed in consultation with an Task Force that included government, policy makers, practitioners, experts, civic leaders, and funders.
Call to Action

• Incorporate museums and libraries into the nation’s early learning network.
• Engage libraries and museums as key community partners.
• Leverage museum and library services to reach vulnerable populations.
Guiding Principles

• Shifts in the learning landscape.
• Research on brain development and how children learn.
• Importance of community-wide approach.
JOINING FORCES FOR SCHOOL READINESS

• Positioning Children for Meeting Common Core State Standards
FROM SUMMER SLIDE TO SUMMER SUCCESS

• Addressing the Summer Slide
SCHOOL LIBRARIES MAKING A DIFFERENCE

• Linking New Digital Technologies to Learning
Pittsburgh

A LIVING LEARNING COMMUNITY
ALIVE WITH CREATIVITY AND OPPORTUNITY

• Leveraging Community Partnerships
Recommendations for...

RESEARCH

POLICY

PRACTICE
Everyone Has a Role to Play

- Federal Policy Makers:
  * e.g., Include museums and libraries in funding priorities and support a research agenda.

- State Policy Makers:
  * e.g., Recognize libraries and museums in state policy-making decisions.

- Funders:
  * e.g., Support Public-Private Partnerships that include museums and libraries.
Everyone Has a Role to Play

- **Communities:**
  e.g., Leverage resources and services to increase opportunities for underserved populations to access libraries and museums.

- **Schools:**
  e.g., Fully engage school librarians as learning and literacy resources.
Everyone Has a Role to Play

- Museums and Libraries:
  e.g., *Provide parental and family support and access to programs and services – especially for vulnerable populations.*

- Parents, Grandparents, and Caregivers:
  e.g., *Visit libraries and museums to participate in learning activities with children.*
How You Can Use the Report

• Send it, along with the June 20 press release to your networks.
• Add talking points about the report to your speeches, newsletter articles, and social media.
• Ask IMLS for copies of the report to distribute to VIPS.
VISIT THE IMLS EARLY LEARNING PAGE AT:
www.imls.gov/earlylearning

This report was made possible through a partnership with the Campaign for Grade-Level Reading, Ralph Smith, Managing Director.
Parents, Families, Libraries

Lee Rainie (@lrainie)

13 Key Takeaways from Pew Internet’s Libraries Research
1) Libraries are appreciated

91% say libraries are important to their communities (including 91% of parents)

76% say libraries are important to them and their families (84% of parents)

Robert Dawson photography - Library Road Trip
http://www.robertdawson.com/pages/1/Public%20Library%3a%20An%20American%20Commons/Public%20Library%3a%20An%20American%20Commons
1a) Libraries are especially appreciated by parents

94% of parents say libraries are important for their children and 79% describe libraries as “very important”.

84% of these parents say a major reason they want their children to have access to libraries is that libraries help inculcate their children’s love of reading and books.

81% say a major reason is that libraries provide their children with information and resources not available at home.

71% say a major reason is that libraries are a safe place for children.
1b) Single most powerful driver of deeper library engagement: having a child or grandchild

<table>
<thead>
<tr>
<th>Reasons library use</th>
<th>INCREASED (26%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy taking their children, grandchildren</td>
<td>26%</td>
</tr>
<tr>
<td>Do research and use reference materials</td>
<td>14%</td>
</tr>
<tr>
<td>Borrow books more</td>
<td>12%</td>
</tr>
<tr>
<td>Student</td>
<td>10%</td>
</tr>
<tr>
<td>Use library computers and internet</td>
<td>8%</td>
</tr>
<tr>
<td>Have more time to read now, retired</td>
<td>6%</td>
</tr>
<tr>
<td>To save money</td>
<td>6%</td>
</tr>
<tr>
<td>Good selection and variety</td>
<td>5%</td>
</tr>
<tr>
<td>E-books, audio books, media are available</td>
<td>5%</td>
</tr>
<tr>
<td>Convenient</td>
<td>5%</td>
</tr>
<tr>
<td>Reading more now</td>
<td>5%</td>
</tr>
<tr>
<td>Library events and activities</td>
<td>4%</td>
</tr>
<tr>
<td>Good library and helpful staff</td>
<td>3%</td>
</tr>
<tr>
<td>Quiet, relaxing time, social locale</td>
<td>2%</td>
</tr>
<tr>
<td>Use for my job</td>
<td>2%</td>
</tr>
</tbody>
</table>
2) Libraries stack up well vs. other institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>How confident</th>
<th>How important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library to community</td>
<td>63</td>
<td>28</td>
</tr>
<tr>
<td>The military</td>
<td>43</td>
<td>32</td>
</tr>
<tr>
<td>Small business</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>The police</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>The church or organized religion</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>The medical system</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>The presidency</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>The U.S. Supreme Court</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>The public schools</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>The criminal justice system</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Newspapers</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Television news</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Organized labor</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Banks</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Big business</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Health maintenance organizations (HMOs)</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Congress</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
3) Parents like librarians and use them

- 60% of parent library visitors say interactions are “very positive”
- 79% of parent library say librarians are “very helpful”
- 53% of parent library visitors got help from a librarian
4) Libraries have rebranded themselves as tech hubs

- 80% of Americans say **borrowing books** is a “very important” service libraries provide (83% of parents)
- 80% say **reference librarians** are a “very important” service (79% of parents)
- 77% say **free access to computers and the internet** is a “very important” service (81% of parents)
- 76% say **quiet study spaces** are a “very important” service (78% of parents)
5) Parents over-index on library use in person and via tech

<table>
<thead>
<tr>
<th>Service</th>
<th>Parents of minor children</th>
<th>Other adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library card</td>
<td>73%</td>
<td>59%</td>
</tr>
<tr>
<td>Visit library past year</td>
<td>64%</td>
<td>49%</td>
</tr>
<tr>
<td>Used library website past year</td>
<td>46%</td>
<td>36%</td>
</tr>
<tr>
<td>Used library website past year</td>
<td>32%</td>
<td>22%</td>
</tr>
<tr>
<td>Increased library use in past 5 years</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>Visit library website via mobile</td>
<td>19%</td>
<td>11%</td>
</tr>
</tbody>
</table>
6) Among library users, parents do more activities than others

- Browse shelves: 81%* vs. 70%
- Borrow print books: 81%* vs. 68%
- Attend class/event for kids: 64%* vs. 31%
- Borrow DVD/CD/videotape: 50%* vs. 35%
- Use computer/internet: 40%* vs. 27%
- Borrow e-book: 9% vs. 5%
7) Reading is alive and well in families especially in print

- 50% of parents of children under age 12 read to their child every day
- 26% do so a few times a week
- 58% of parents with children under 6 read with their child every day

Source: Pew Research Center Internet & American Life Project Library Services Survey. October 15-November 10, 2012. N=2,252 Americans ages 16 and older. Total N for parents of children under 18 = 584. Interviews were conducted in English and Spanish and on landline and cell phones.
7a) Reading is alive and well in families

• 76% of parents read a book in past year (vs. 73% of non-parents)
• Average parent read 12 books in past year (mean) – median was 5 books
• Parents over-index on e-books (38% vs. 27% among book readers)
• Parents over-index on audio books (24% vs. 14% among book readers)
• Parent book readers are a little LESS likely than non-parents to read printed books (84% vs. 91%)
8) E-book reading is growing; borrowing is just getting started

Late 2012: 23% read an e-book (29% of parents)

2012: 5% of Americans 16+ have borrowed e-book from library in last year (9% of parents)

Growing awareness that this is library feature: now 31% of public
9) Parents own more e-book reading devices

- 24% of parents own e-book readers vs. 17% of non-parents (as of mid-January)
- 50% of parents own tablets vs. 27% of non-parents (as of mid-May)
- More than 60% of parents own one or the other vs. 42% of non-parents
10) Parents eager for new tech services

<table>
<thead>
<tr>
<th>Service</th>
<th>Parents (%)</th>
<th>Other adults (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online &quot;ask a librarian&quot;</td>
<td>79%</td>
<td>71%</td>
</tr>
<tr>
<td>Cell app for library services</td>
<td>77%</td>
<td>77%</td>
</tr>
<tr>
<td>Petting zoo for new tech</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>GPS app for library navigation</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Library kiosks in community</td>
<td>70%</td>
<td>60%</td>
</tr>
<tr>
<td>Personalized recommendations</td>
<td>72%</td>
<td>60%</td>
</tr>
<tr>
<td>Classes for e-book readers</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>Pre-loaded e-book readers</td>
<td>65%</td>
<td>55%</td>
</tr>
<tr>
<td>Digital media lab</td>
<td>70%</td>
<td>53%</td>
</tr>
<tr>
<td>Instruction on e-book readers</td>
<td>55%</td>
<td>55%</td>
</tr>
</tbody>
</table>

* indicates statistical significance.
11) The public invites you to be more engaged in knotty problems

- Coordinate more with local schools
- Free literacy programs
- Separate spaces for different services
- Have more comfortable spaces
- Offer more e-books
- Offer more interactive learning experiences
- Help users digitize material
- Move most library services online
- Make most services automated
- Move some books/stacks out of public locations

Survey Results:

- **Should definitely do**
- **Should maybe do**
- **Should definitely not do**

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Should definitely do</th>
<th>Should maybe do</th>
<th>Should definitely not do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate more with local schools</td>
<td>85</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Free literacy programs</td>
<td>82</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Separate spaces for different services</td>
<td>61</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>Have more comfortable spaces</td>
<td>59</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>Offer more e-books</td>
<td>53</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Offer more interactive learning experiences</td>
<td>47</td>
<td>38</td>
<td>12</td>
</tr>
<tr>
<td>Help users digitize material</td>
<td>43</td>
<td>39</td>
<td>14</td>
</tr>
<tr>
<td>Move most library services online</td>
<td>42</td>
<td>34</td>
<td>19</td>
</tr>
<tr>
<td>Make most services automated</td>
<td>41</td>
<td>36</td>
<td>20</td>
</tr>
<tr>
<td>Move some books/stacks out of public locations</td>
<td>20</td>
<td>39</td>
<td>36</td>
</tr>
</tbody>
</table>
12) Libraries have a PR problem / opportunity

- 22% say that they know all or most of the services their libraries offer (27% of parents)
- 46% say they know some of what their libraries offer (47% of parents)
- 31% said they know not much or nothing at all of what their libraries offer (23% of parents)
13) Mothers are special

Mothers

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have library card</td>
<td>82%*</td>
<td>63%</td>
</tr>
<tr>
<td>Visit library in last year</td>
<td>73%*</td>
<td>54%</td>
</tr>
<tr>
<td>Visit library website (ever)</td>
<td>54%*</td>
<td>36%</td>
</tr>
<tr>
<td>Visit library website (last year)</td>
<td>39%*</td>
<td>25%</td>
</tr>
<tr>
<td>Visit library website via mobile device</td>
<td>24%*</td>
<td>14%</td>
</tr>
<tr>
<td>Use computers/internet (among library users)</td>
<td>44%*</td>
<td>34%</td>
</tr>
</tbody>
</table>
Libraries.pewinternet.org

Lee Rainie
Email: lrainie@pewinternet.org
Twitter: @Lrainie

Kathryn Zickuhr
Email: kzickuhr@pewinternet.org
Twitter: @kzickuhr

Kristen Purcell
Email: @kpurcell@pewinternet.org
Twitter: @kristenpurcell