

**STATE OF RHODE ISLAND
DEPARTMENT OF ADMINISTRATION
OFFICE OF LIBRARY AND INFORMATION SERVICES**

**FIVE-YEAR STATE PLAN
for the fiscal years 2008 to 2012**

**in compliance with the federal
LIBRARY SERVICES AND TECHNOLOGY ACT**

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Mission of the Rhode Island Office of Library and Information Services

The state library agency of Rhode Island supports and strengthens library services by planning, by coordinating, by providing consultation services, training, and funding, and by promoting collaboration among libraries to ensure that all residents will benefit from free, open, convenient, and timely access to excellent library and information resources and services.

The mission of the Office of Library and Information Services reflects the purpose of the agency, how it provides services and to whom the services are directed.

About the Office of Library and Information Services

The Office of Library and Information Services (OLIS) is the state library agency for Rhode Island. OLIS supports and strengthens library and information services in the state to ensure that all residents will benefit from free and convenient access to library and information resources and services. OLIS provides access to online Rhode Island government information for state agencies and the public.

OLIS has the statutory authority and responsibility to administer state and federal funding and to coordinate and support programs for libraries of all types. It is part of the Executive Branch of state government located in the Department of Administration under the direction of the Chief Library Officer. OLIS works with the Library Board of Rhode Island to establish agency priorities and policies that will carry out its mission.

OLIS Services and Programs

OLIS provides professional and technical support services and programs for all types of Rhode Island libraries and their staffs, public library trustees, state government and the general public. Particular areas of support include:

- Children's and young adult services
- Continuing education for the Rhode Island library community
- Grant in aid to libraries¹
- Interlibrary loan and database access for librarians
- Library construction technical support and funding²
- Library services and programs for the blind and physically handicapped (Talking Books Plus)
- Literacy training and support, including adult, emergent and children's literacy
- Local library development (Field Services)
- LORI network services
- Media services

¹ Not supported with LSTA funds.

² Not supported with LSTA funds.

- Professional reference services for librarians at all types of libraries
- Publications, including comparable statistics for public libraries and public library standards
- Web publications

OLIS Libraries

- OLIS Library (member of the public library network called Ocean State Libraries)
- Talking Books Plus, the Rhode Island Regional Library for the Blind and Physically Handicapped

Library of Rhode Island

The Library of Rhode Island (LORI) is a multi-type statewide library network, administered by the Office of Library and Information Services to foster and facilitate resource sharing and cooperation among the state's libraries and library personnel. It is physically manifested by the network of specific libraries of all types that have agreed to share their resources and services with each other, and to engage in other cooperative projects. LORI is also a virtual library forming a gateway to the collected resources and services available from all Rhode Island libraries. The infrastructure of the LORI network is coordinated and administered by OLIS. LORI Network member libraries adhere to LORI Standards promulgated by OLIS and agree to resource sharing policies and protocols.

Library Board of Rhode Island

The Library Board of Rhode Island is the state's advisory council for libraries and was established under RI Statute 29-3.1. The LBRI is appointed by the Governor with advice and consent of the Senate, and provides a composite depiction of the RI library community insofar as the composition of the board represents the following categories of persons or groups:

- general library users,
- users of the Talking Books Plus,
- economically disadvantaged library users,
- statewide library advocacy groups,
- public library trustees,
- librarians serving institutionalized persons,
- school library media specialists,
- academic libraries,
- librarians from small public libraries,
- librarians from medium or large public libraries,
- corporate or special librarians, and
- higher education.

Needs Assessment

Introduction

The library and information landscape has changed dramatically in the past decade. The vision that once placed the library at the center of the information universe is evolving into a more fragmented, user-centered world. Library users and information seekers will increasingly prefer to initiate and manage their library related business online without mediation, much as they do shopping and entertainment. However, significant library functions will continue to depend upon the physical library as location and community center.

As Rhode Island closes the first decade of the twenty-first century, its libraries will need to increasingly adjust their services to meet user-defined needs or risk losing a substantial part of their clientele.

In preparation for its Five-Year Plan for the years 2008 through 2012, the Rhode Island Office of Library and Information Services has reviewed a variety of information resources, including studies, publications, surveys and stakeholder meetings, to assist in understanding the state, its people, its future and the potential role of libraries. This environmental scan summarizes the findings that are useful in identifying the needs and opportunities unique to library services in RI. The assessment of the library world in the twenty-first century, moreover, examines general trends in the country and specific trends in Rhode Island. Together, these findings inform the establishment of priorities for the use of Library Services and Technology Act (LSTA) funds allotted to Rhode Island.

Over the next five years the Office of Library and Information services will continue to examine the information needs of the people of Rhode Island, the potential of libraries, and how RI's libraries are managing to meld the two. Periodic surveys and stakeholder meetings will determine the need to adjust and realign priorities to make the most effective use of LSTA funds in Rhode Island. This needs assessment will be reviewed at minimum on a biannual basis; objectives will be reviewed on an annual basis to chart progress and assess outcomes.

Environmental Scan

I. Rhode Island

Population and geography

Population density is high and will increase, though slowly. With an area of 1,045 square miles, Rhode Island is the smallest of the fifty states, yet it has the second highest population density in the country after New Jersey. The estimated population in 2006 was 1,067,610 (US Census Bureau), an increase of less than 2% from the 1,048,319 people recorded during the 2000 Census. The population increased 4.5% between 1990 and 2000, when the number of Rhode Islanders first topped one million. The Census Bureau predicts that the population will increase approximately 2.5% by 2015.

Rhode Island is in effect a single city-state, but it is rich in political division. Rhode Island has 5 counties, 39 cities and towns, and numerous less formal divisions such as its 85 fire districts and myriad of villages. Population is concentrated in the capitol city of Providence and its surrounding cities, stretching south through the communities in the East and West Bay. The western half of the state is less densely populated and has a more rural environment, though most Rhode Islanders are never more than a half hour away from an urban center. Smaller urban centers can be found in the north (Woonsocket), southeast (Newport) and southwest (Westerly).

Ethnic diversity

Rhode Island is a culturally and ethnically diverse state. While population is increasing only slightly, the foreign-born portion grew rapidly over the last decade. Overall, Rhode Island's foreign-born population tends to be older and more assimilated than in other states; immigrants are coming to Rhode Island and staying in the state, becoming an integral part of the state's fabric. In Rhode Island:

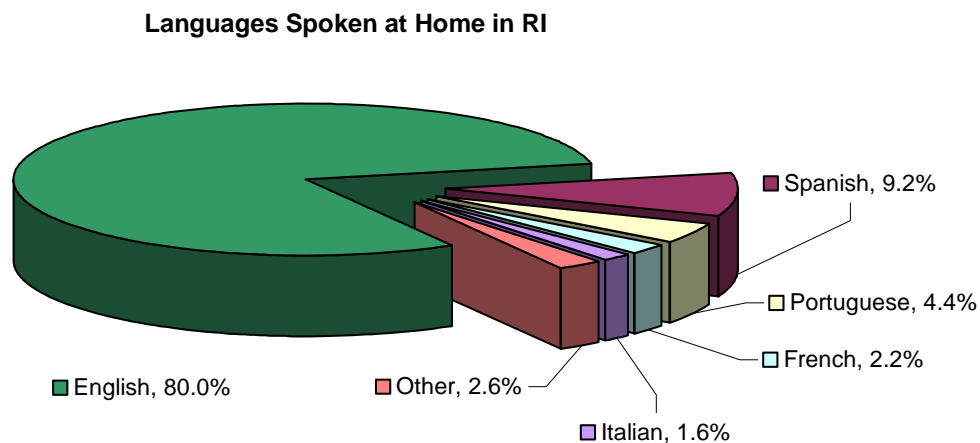
- Foreign born individuals constitute more than 12% (132,299) of the population. (Federation for American Immigration Reform (FAIR) 2005)
- The foreign-born population increased 25% from 1990 to 2000. (US Census 2000)

- Immigrants and their children make up 24% of the population, the ninth highest in the country, and accounted for more than 75% of the state’s population increase from 2000 to 2005. (FAIR)
- 47% of the state’s foreign-born population are naturalized citizens, a higher rate than the national average of 40%. (US Census 2000)
- 35% of Rhode Island’s foreign-born population arrived after 1990, a lower rate than the national average. (US Census 2000)
- Hispanics currently constitute nearly 11% of Rhode Island’s population. (US Census 2005)
- The largest numbers of foreign born individuals were born in Portugal, followed by the Dominican Republic, Guatemala, Colombia and Italy. (US Census 2000)
- The fastest growing population of new immigrants and refugees are arriving from East and West Africa. (International Institute of Rhode Island)

Language

Although most Rhode Islanders speak English very well, the state is linguistically diverse.

- More than 90% of the population reports that they speak English very well.
- Nearly 20% of Rhode Islanders speak a language other than English at home. Among those:
 - 43% speak English less than very well (FAIR; US Census 2000)
 - 46% speak Spanish at home
 - 22% speak Portuguese at home
 - 11% speak French at home
 - 8% speak Italian at home



Age demographics

Facts about Rhode Island’s population are taken from the Rhode Island Kids Count Factbook, the RI Department of Elderly Affairs and the US Census and are based on data from 2003 unless otherwise noted:

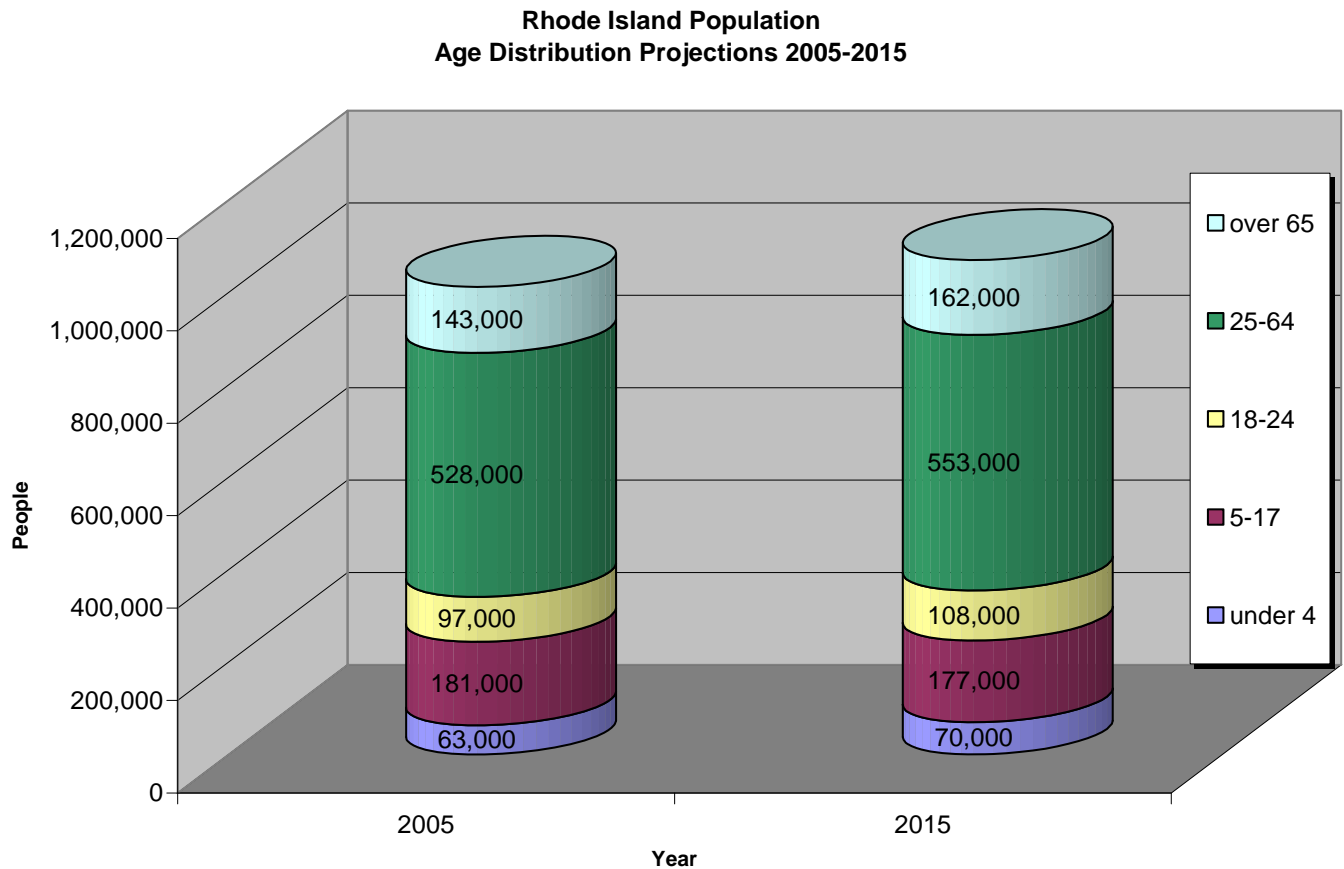
Children

- Children under the age of 18 constitute 23% of Rhode Island’s population, a slight decrease from 2000.
- Early adolescents (age 10-14) are the largest group of children, making up 29% of the population under 18 years old.
- Children under the age of 5 constitute 25% of the child population.

- Children in Rhode Island are more ethnically diverse than the adult population: nearly 28% of those under the age of 18 are minorities.
- 14% of children are of Hispanic and Latino heritage.
- More than 75% of all minority children in the state live in the urban core cities of Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Elderly

- 30% of Rhode Island’s population are age 50 and older, the ninth highest rate in the nation.
- 14% are age 65 and older, the seventh highest in the nation. (2002 Census)
- 30% of Rhode Island’s elderly population lives at or below the poverty level, compared to 10% of the general population. (Rhode Island State Plan on Aging)



People with disabilities

The Census Bureau defines disability to include physical, sensory, mobility, mental, self-care, go-outside-home, and employment disabilities; exact definitions can be found on the American FactFinder website (<http://factfinder.census.gov>). The following data is taken from the 2005 American Community Survey conducted by the US Census Bureau:

- 16% of the population age 5 and over have a disability.
- 39% of the population 65 years of age and older have a disability, the second highest rate in New England.

- 28% of people age 65 and older have a physical disability, compared with 7% of the population between the ages of 16 and 64.
- 16% of people age 65 and older have a sensory disability, compared with 3% of the population between the ages of 16 and 64.
- 11% of people age 65 and over have a mental disability (a condition lasting 6 months or more that makes it difficult to learn, remember, or concentrate), compared with 5% of the population between the ages of 16 and 64.
- 9% of children aged 5 to 15, have some type of disability:
 - 2% have sensory disabilities,
 - less than 2% have physical disabilities, and
 - nearly 8% have mental disabilities.
- 39% of people with disabilities age 16 to 64 are employed, compared with 79% of the population without disabilities.
- Nearly 27% of all individuals with a disability live below the poverty level.

Education

In 2005 84% of Rhode Islanders age 25 and older had a high school diploma or equivalency (American Community Survey, based on US Census Data). In addition, of the population over the age of 25:

- 29% hold college degrees
- nearly 25% have completed some college
- 29% have only a high school diploma or equivalency
- 16% of those over 25 do not have a high school diploma

In 2006, the high school graduation rate in Rhode Island was 85%, suggesting that the percentage of people with high school diplomas will stay fairly constant. The graduation rate was 74% in the urban core cities, compared with 90% in the remainder of the state. Individuals without high school diplomas or equivalent earn one-third less than those with at least a high school diploma.

Literacy

Literacy services will continue to be in high demand in the coming years. Nearly one out of five Rhode Island adults, or 19% of those over the age of 16, has literacy skills insufficient to confidently perform the basic literacy and numerical tasks necessary to continue their education or achieve advancement in the workplace (National Adult Literacy Survey). In the fall of 2003, Governor Donald Carcieri created the Adult Literacy Task Force to develop an adult literacy system to better meet the needs of adult learners in Rhode Island. The Task Force found that the need for adult literacy services exceeds their availability in every region of the state.

Children are faring no better, and in 2007 Rhode Island Kids Count reported:

- only 58% of eighth graders were reading at or above grade level in 2006
- only 36% in the urban core cities of Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket read at or above grade level
- 70% in the rest of the state read at or above grade level
- in 2006 the rate had improved 3% from 2005
- only 40% of low income students were proficient in reading and some minority groups scored lower:
 - 35% of low income black students read at or above grade level
 - 34% of low income Hispanic students read at or above grade level

Poverty

The poverty rate in Rhode Island in 2005 was 12.3%, slightly less than the national rate of 13.3% (American FactFinder, US Census Bureau). However, within New England, Rhode Island has the fastest growing rate of child poverty and the highest number of children living in poverty. According to Rhode Island Kids Count 2005:

- 19.5% of Rhode Island's children live in poverty (18.5% of children in the United States live in poverty)
- 34% of children in the urban core cities of Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket under the age of 18 live in poverty
- 7% of children in the non-core cities live in poverty
- 10% of RI children under the age of 6 live in extreme poverty

In Rhode Island, birth rates suggest that the number of children living in poverty will continue: 43% of the births in Rhode Island in 2005 were to mothers with a high school diploma or less; 9% of all births were to teenage mothers, less than half of whom will complete high school. A mother's educational status has significant impact on the well-being of a child, with education being the best way to raise a family's income. The poverty rate for households headed by a single mother with less than a high school diploma was 58%; the rate drops to 28% for those with a high school diploma and down to 8% for those with a bachelor's degree or higher. Seventy-four percent of children living in poverty live in a household headed by a single mother.

Head Start, a comprehensive early childhood program for low-income preschool children and their families, experienced a drop in the number of children participating in Rhode Island for the first time in 2005. In 2006, the participation rate for eligible 3 and 4 year-old children continued to decrease, to a total of 50% of eligible children, down from 52% in 2005. Whereas 93% of eligible children participated in the Head Start program in suburban areas, only 36% participated in the urban core cities of Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket. In 2005, 43% of the eligible children in the core cities were enrolled in the program. The decrease in participation is attributed to a lack of available slots in the Head Start program.

Teenagers living in economically disadvantaged families are six times more likely to drop out of high school than their more affluent peers (RI Kids Count Factbook 2007). Undereducated and often unemployable, these teens are more at risk for continuing the cycle of poverty or being incarcerated. In 2005, 8% of Rhode Island's teenagers between the ages of 16 and 19 were not employed and not in school, the highest rate in New England. In the core cities, nearly 11% of all teenagers were jobless and not in school, compared to 5% of teenagers in the rest of the state. High school dropouts are twice as likely to be unemployed than those with a high school degree or equivalent; they are four times more likely to be unemployed than those who have a Bachelor's degree.

Employment, jobs and taxes

The unemployment rate in Rhode Island in 2006 was 5.2%, the highest in New England and higher than the national average of 4.6%. (RI Department of Labor and Training). In February 2007 the situation was improving; the unemployment rate had dropped and continued to drop for the fifth month in a row, to 4.4% (RI Dept. of Labor and Training).

Income disparity is increasing in Rhode Island as it is throughout the nation. The Carsey Institute at the University of New Hampshire found that between 1989 and 2004 New England had the highest increase in income disparity in the country.

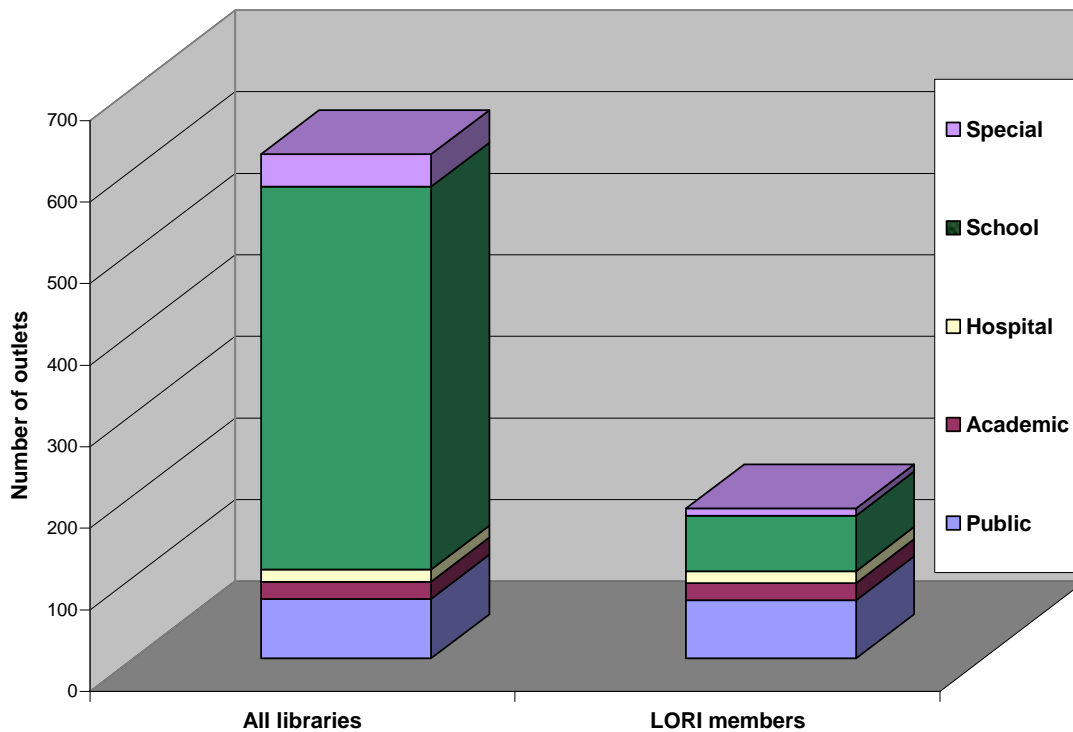
The overall tax burden in Rhode Island is the sixth highest in the nation, 9.3% above the national average in fiscal year 2002, the latest year for which national data is available. This reflects the total of income, property, sales and other taxes collected per \$1,000 of personal income. Property tax collections in Rhode Island were the sixth highest in the nation, while state and local income tax collections were the 18th highest. General sales tax collections ranked 34th. The total state and local tax collections were \$113.63 per \$1,000 of personal income. (*How Rhode Island Compares*, RI Public Expenditure Council, Sept. 2006)

Rhode Island libraries

Rhode Island has over 600 library outlets, including

- 73 public libraries and branches
- 21 academic libraries
- 15 health sciences libraries
- 40 special libraries
- 469 school libraries

Types of Libraries in Rhode Island



Library cooperative organizations

The Library of Rhode Island (LORI), a statewide multitype resource-sharing network, is operated by the Office of Library and Information Services (OLIS), part of the State Department of Administration. OLIS is the state library agency and operates LORI as a framework for interlibrary cooperation and development, providing among other services, interlibrary loan and interlibrary delivery. One hundred and eighty five libraries are members of the Library of Rhode Island, including all of the academic, 99% of public, 44% of special, and 14% of school libraries.

Ocean State Libraries is Rhode Island's public library network. All but one of Rhode Island's public libraries are members³; consequently, 99% of public library holdings, nearly 4.5 million items, are available through the Innovative Interfaces-based Ocean State Libraries' catalog. Every one of Rhode Island's 39 cities and towns has at least one public library (nine municipalities have more than one independent public library), and over 450,000 Rhode Islanders (42%) have a public library card.

The Higher Education Library Information Network (HELIN) is a consortium of academic and health sciences libraries. All of Rhode Island's 9 academic libraries and 15 health sciences libraries belong to the HELIN Library Consortium. HELIN has recently grown beyond RI's borders with the inclusion of Wheaton College in Norton, Mass., and the Dominican House of Studies in Washington, D.C. The HELIN libraries' holdings of nearly 5 million items are available through the Innovative Interfaces-based *InRhode* catalog.

The Association of Rhode Island Health Sciences Libraries (ARIHSL) is an affiliated membership of 15 health sciences libraries. ARIHSL libraries' holdings are a part of the HELIN *InRhode* catalog.

The Consortium of Rhode Island Academic and Research Libraries (CRIARL) encompasses HELIN members and the Providence Public Library, Rhode Island Historical Society, Rhode Island School of Design, Rhode Island State Library and United States Naval War College. Full-time faculty of these institutions may obtain a CRIARL card, which grants borrowing privileges at all CRIARL member libraries.

Rhode Island Library Information Network for Kids (RILINK), a growing consortium of school libraries, makes their holdings mutually available through a shared Follett-based catalog. RILINK currently comprises 76 libraries, of which 67 participate in the catalog. Together they serve 31% of Rhode Island's K-12 public school students.

Resources for Rhode Island libraries

The University of Rhode Island Graduate School of Library and Information Studies (GSLIS) offers a Master of Library and Information Studies program that is fully accredited by the American Library Association (ALA) and a school library media certification that is accredited by the National Council for Accreditation of Teacher Education.

Professional library associations in the state include the Association of Rhode Island Health Science Libraries (ARIHSL), the Rhode Island Chapter of the Special Libraries Association (SLA-RI), the Rhode Island Educational Media Association (RIEMA) and the Rhode Island Library Association (RILA).

The Coalition of Library Advocates (COLA) is a grass-roots library support group that seeks to improve the quality of life for Rhode Islanders by supporting libraries of all kinds. Through advocacy, education, and public awareness activities, COLA works to help improve library services throughout the state.

The Office of Library and Information Services is the state library agency that provides services and consultation to all types of libraries. The Library of Rhode Island network is administered by the OLIS; the network includes an interlibrary delivery service for all Library of Rhode Island members, access to FirstSearch databases and OCLC interlibrary loan. Other direct services to libraries include continuing education programs, media services, a librarian's library and the management of direct and indirect grants to libraries including state aid, Library Services and Technology Act sub-grants, and grants from the Bill and Melinda Gates Foundation.

³ Greene Library in Coventry, RI, is a public library, but it is not a member of OSL.

OLIS provides consultant services in the areas of children's and young adult library services, construction, disability services, e-rate, literacy, preservation and disaster planning, public library services, and technology.

Public library support from the state of Rhode Island is substantial. Rhode Island General Law 29-6-2 sets forth that state support of public libraries is at least 25% of the local tax-based appropriations and expenditures. Public libraries with endowments also receive state aid for operating expenses financed through their endowments, up to 25% of 6% of the average fair market value of the endowment. The costs for construction of new public library buildings or expansion and alteration of existing facilities are eligible for a maximum 50% reimbursement through the state's library construction program.

Direct services to the public are provided by OLIS through:

- Talking Books Plus, the Regional Library for the Blind and Physically Handicapped;
- Rhode Island Government Information website, an index of all state government information services and select federal services; and
- Contracts with the Providence Public Library to serve as the Statewide Reference Resource Center, providing online and phone reference services to all state residents and libraries via AskRI.org, and through chat and email reference on RI.gov, the state's government information portal.

Library advocacy and public awareness of libraries are supported by OLIS through:

- Library Television (L-TV), a weekly program produced by OLIS and the Rhode Island Library Association and broadcast on cable television;
- OLIS website, and adjunct services, clearinghouses for local, state, and national information on libraries. The websites also provide access to online services, data reporting tools and state government information; and
- Partnerships with advocacy groups, such as COLA, and professional organizations, such as RILA.

II. Libraries in the twenty-first century

What services will libraries provide in the early twenty-first century? This is the core question that libraries must ask themselves if they are to survive, thrive and fulfill their *raison d'être* as the century unfolds. Channels for the delivery of information have changed radically in the last decade. People's expectations for information access are consequently changing, driven by the availability of personalized content and anywhere-anytime access. Libraries must understand the evolving expectations of users and the fundamental changes in the methodology of information distribution and access as well as the impact those changes have on the library's efforts to fulfill its mission.

The metamorphosis of libraries is essential. While users will continue to rely on libraries for traditional services such as books and children's services, literacy training and enhancement, community space and focus, that reliance will have new context composed of new expectations. Work, study and leisure activities have become increasingly intertwined while time is becoming increasingly fragmented, with the result that many live in a state of "continuous partial attention" (Linda Stone).

Libraries, traditional havens of concentration, i.e., the state of "complete and total attention," must adapt to a world where information is omnipresent. No longer the center of the information universe, libraries must re-define their relevance to people. Today there are many competitors to provide information services, often in more convenient and comfortable settings. The twenty-first century library must find its niche by first answering the question "What do libraries do better than anyone else?" The library must then capture and hold the attention of those it intends to serve.

User Expectations

Long Overdue: A Fresh Look at Public and Leadership Attitudes About Libraries in the 21st Century, a 2006 report prepared by Public Agenda with support from the Americans for Libraries Council and the Bill and Melinda Gates Foundation, examines Americans' perceptions of libraries and the library's place in the twenty-first century. The report finds that libraries, in general, are perceived by the public as valuable, well-run institutions. Furthermore, for most Americans, traditional library services, such as providing current books, reference materials, children's programming, and safe, clean buildings, remain a high priority. Increasingly, libraries are also seen as the place to go for computers and Internet access for those who might not be able to afford their own.

Community interviews in *Long Overdue* repeatedly reveal that good public libraries are essential to healthy communities. While most give high grades to libraries for their performance and return on investment, there are areas for improvement:

- Children's and teen services: while services to children are frequently lauded, more homework services and after school programming for teenagers are needed.
- Computer access: considered a high priority, but many indicate that there are not enough computers in the library and not enough online services for those accessing the library through the Internet, which is particularly problematic for communities where libraries have limited evening and weekend hours.

Civic leaders see a greater role for libraries in providing:

- services to teens
- adult literacy
- information about government services
- access to computers
- job search information
- small business assistance
- community development programs

Funding for such added responsibilities is not forthcoming, though. As government funding for libraries shrinks, libraries must look to form new partnerships with other agencies and organizations.

Today's consumers of content are increasingly "format agnostic" (*2004 Information Format Trends: Content Not Containers*, OCLC). Content has become separated from its traditional containers: people listen to books, download articles, and subscribe to RSS feeds from news providers around the world. The abundance of online information makes it less necessary to access information in traditional ways, such as borrowing a book or reading a newspaper. The development of accessible government, non-profit and for-profit websites providing authoritative and accurate information (e.g., health and wellness, consumer information, travel, etc.) eliminates for many the need for a personal information mediator such as a librarian. The library's role as provider of content and information guide is being challenged and circumvented, and the library must look for new ways to be relevant.

The Pew Internet and American Life Project reports that 70% of Americans use the Internet, from 82% of 18-49 year olds to 33% of those over 65 (December 2006). Mobile computing is increasing, with 34% of Internet users saying they have logged on with a wireless connection (Wireless Use, Pew Internet and American Life Project, February 2007). Users no longer have to go to their information, it comes to them both where and when they want to receive it.

Yet there are gaps in digital access. Younger people (82%), people with college degrees (91%), and those who speak English as their first language are more likely to be online. For example, while 78% of English-speaking Hispanic adults and 76% of bilingual Hispanics go online, only 32% of Hispanic adults whose first language is Spanish do (*Latinos Online*, Pew Internet and American Life Project, March 2007). People with lower levels of educational achievement, lower incomes and disabilities along with the elderly and non-English speakers are less likely to be accessing information online. It is these individuals who will most need the library, which can serve as both an access point and a training center to help bridge the digital gap.

Academic library trends

The Association of College and Research Libraries (ACRL) Research Committee developed a list of top ten planning assumptions for academic and research libraries after surveying member leaders and conducting a literature review (April 2007). The assumptions generally accord with the conclusions of *Long Overdue* and add a level of specificity to the ramifications for library service:

- There will be an increased emphasis on digitizing collections, preserving digital archives, and improving methods of data storage and retrieval.
- The skill set for librarians will continue to evolve in response to the needs and expectations of the changing populations (student and faculty) that they serve.
- Students and faculty will increasingly demand faster and greater access to services.
- Debates about intellectual property will become increasingly common in higher education.
- The demand for technology related services will grow and require additional funding.
- Higher education will increasingly view the institution as a business.
- Students will increasingly view themselves as customers and consumers, expecting high quality facilities and services.
- Distance learning will be an increasingly common option in higher education and will co-exist but not threaten the traditional bricks-and-mortar model.
- Free, public access to information stemming from publicly funded research will continue to grow.
- Privacy will continue to be an important issue in librarianship.

III. Rhode Island libraries in the twenty-first century

Rhode Island libraries are well organized with a strong history of cooperation within and among library types. As the information market becomes increasingly competitive, the economies of scale achieved through cooperation and collaboration will strengthen all libraries. Rhode Island libraries have long shared materials, but they must now investigate sharing electronic resources and, most importantly, the skills of library workers. The development of literacy programs for all ages, computer training, government information services, job information centers, and small business assistance are efforts that might exceed the resources of a single library, but can be achieved through cooperative efforts.

Rhode Island libraries have some decisions to make. What traditional roles will the library preserve, and how will the enactment of these roles change with technology? What new roles will the library embrace and how will the library leverage technology to help fulfill these roles? Funding is likely to continue to be limited and user needs are transforming the role of the information provider, so libraries must identify what they will do to remain viable.

Long Overdue posits that the library is “an essential tool for equity, opportunity and community development in the information age.” ACRL predicts demand for faster greater access to service. Both indicate

a propensity for library users to act more and more like customers with demand-driven rather than provider-driven expectations. Is this the library destiny? To fulfill that destiny must libraries strengthen their position by taking a more active role addressing the challenges and opportunities in their communities? Does this destiny apply to public libraries only? To academic and research libraries alone? What are the ramifications for libraries in hospitals, K-12 schools, business establishments, and community organizations?

More important to this plan, how can OLIS help Rhode Island's libraries individually and together ask and answer these questions?

Stakeholder Involvement in the Development of the Plan

Learning how OLIS can help Rhode Island libraries began with asking members of the library community, the core group of OLIS stakeholders, what they identified as needs. To prepare for stakeholder involvement in the plan, OLIS compiled a comprehensive list of stakeholders using the guidelines in the IMLS Resource Book. Developing this list aided the agency in identifying the individuals, groups, and organizations that would be part of the lifecycle of the 2008-2012 Plan. Appendix I is a list of Rhode Island's stakeholders which is organized into the categories of Enabling, Functional input, Functional output, Normative and Diffused as defined in the IMLS Resource Book.

Stakeholder input was gathered for the Rhode Island planning process using the following methods:

- Meetings with selected stakeholders including the Library Board of Rhode Island (LBRI), the OLIS Children's Services Advisory Council, the Higher Education Library and Information Network (HELIN), the LORI ILL Working Group, and working meetings of OLIS staff members provided substantive input on goals, objectives, and strategies.
- Surveys provided valuable insight into the directions that the library community wanted to see OLIS take in the next five years. The agency used data gathered from the online survey conducted during the evaluation of Rhode Island's 2003-2007 Plan (January 2007), an online survey of children's services librarians in RI (April 2007) and an online survey about the agency's continuing education program (June 2006). All sectors of the RI library community had the opportunity to complete these surveys which were publicized through direct email announcements, announced on the Children's SIG, and posted on the OLIS website. (see copies of the surveys in Appendices II-IV)
- Transcripts and analysis of focus groups, which were conducted during the evaluation of the 2003-2007 Plan, were used to understand what worked well in the past and what new activities or programs the library community and literacy educators and students would like to see OLIS adopt for the next five years.
- Finally, the report of the evaluation of the 2003-2007 Five-Year State Plan, prepared by Himmel & Wilson, Library Consultants, in March 2007, was a substantial source of input for the Plan presented herewith. The report is available at <http://www.olis.ri.gov/aboutus/5yplan/eval2007/>

Face to face meetings were a useful component of gathering input from stakeholders. The OLIS Children's Services Council provides ongoing support to the Children's Services librarian. The Council met in May 2007 to review relevant objectives and strategies of the five-year plan. Similarly, the LORI ILL Working

Group provides ongoing support to OLIS resource sharing services and included input for the five-year plan as part of its April 2007 meeting.

Members of the OLIS staff worked in team meetings, or with their managers, to develop the Plan objectives and strategies. A wiki was put up to provide open, shared workspace for online collaboration. An internal blog supplied an option for addressing issues with the OLIS mission statement. The staff are vested in the Plan and welcomed the opportunity to shape Plan content. Working together as teams on objectives and strategies for specific program areas, staff were able to model realistic and functional objectives.

The Plan was made available for public comment on May 23, 2007 through an announcement on the OLIS website and by email to 378 individuals on the OLIS Subscribers database. The period for open comment concluded on June 5.

Members of the LBRI provided directed input to the development of the plans goals and strategies during its April 2007 meeting. At the May 2007 meeting LBRI members were given a draft of the plan for review and comments. In addition to discussion and recommendations made by members of the LBRI during its May meeting, members could provide additional commentary for inclusion up to June 11. At the June 2007 meeting the Board voted its approval of the Plan for submission to the IMLS.

Goals of the Rhode Island Plan and Corresponding LSTA Priorities

The agency constructed its LSTA plan around four goals. Writing comprehensive goals and limiting the number of goals employed was characterized in the evaluation of the 2003-2007 Plan as an elegant approach. OLIS finds it useful to continue this practice in the new plan. The goals were developed to reflect the purposes of the LSTA and they incorporate aspects of those used by Rhode Island in its 2003-2007 plan.

The 2008-2012 Rhode Island Plan Goals are:

- Goal I. Provide library services to people with disabilities in Rhode Island.⁴
- Goal II. Enhance services that libraries in Rhode Island provide, particularly those provided to traditionally underserved populations.
- Goal III. Effect collaboration and cooperation of a multitype nature among public, academic, school, and special libraries, including those in museums and historical repositories.
- Goal IV. Provide statewide those services more cost effective or beneficial at the statewide scale than as provided by individual libraries.

The LSTA purposes provide the foundation for the development of the Rhode Island agency's goals. The purposes of the LSTA are:

⁴ Goal I was designed to emphasize the importance of service to people with disabilities. Work in pursuit of this goal could as well redound to Goal IV; as OLIS provides a single statewide service to take advantage of the economies of scale. To this end, OLIS spends a large fraction of its LSTA award on the Talking Books Plus library and its programs, which specifically target individuals with vision and physical disabilities.

1. Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
2. Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;
3. Providing electronic and other linkages among and between all types of libraries;
4. Developing public and private partnerships with other agencies and community-based organizations;
5. Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and
6. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line as defined by the Office of Management and Budget and revised annually in accordance with 42 USC Sec. 9902 (2) applicable to a family of the size involved.

The Rhode Island 2008-2012 goals listed here with the corresponding LSTA purpose (number) in parentheses.

- Goal I. Provide library services to people with disabilities in Rhode Island.
(LSTA purposes 1, 4, 5, 6)
- Goal II. Enhance services that libraries in Rhode Island provide, particularly those provided to traditionally underserved populations.
(LSTA purposes 1, 4, 5, 6)
- Goal III. Effect collaboration and cooperation of a multitype nature among public, academic, school, and special libraries, including those in museums and historical repositories.
(LSTA purposes 1, 2, 3, 4)
- Goal IV. Provide statewide those services more cost effective or beneficial at the statewide scale than as provided by individual libraries.
(LSTA purposes 1, 2, 3, 4, 5, 6)

Rhode Island's goals were designed to reflect the Rhode Island environment, OLIS's mission and the implications of its vision. The Plan goals indicate what OLIS will pay attention to during the time frame of the plan. In turn, the Plan objectives were written to reflect the accomplishments that OLIS will seek to achieve in the time frame as well as to provide target measures and timeframes. The strategies demonstrate how OLIS will go about pursuing the Plan objectives.

Objectives and Strategies for Implementation of the Plan in Rhode Island

Goal I. Provide library services to people with disabilities in Rhode Island.

Objective I: Talking Books Plus (TBP) will expand services to persons with vision and physical disabilities by 10% per year.

Strategies for Implementation:

1. Develop a public relations campaign including outreach to: RI's Spanish speaking community, public librarians, school librarians, teacher librarians and special education teachers; business and non-profit organizations; and the University of Rhode Island's Graduate School of Library and Information Studies faculty and students.
2. Create TBP library friends' group.
3. Secure additional funding from state and other grant sources.
4. Increase TBP staffing by 3 FTE in order to meet National Library Service (NLS) standards.

Objective II: Talking Books Plus will increase its visibility through collaboration with existing partners and by developing new relationships with no fewer than 6 additional local agencies serving people with visual disabilities by the end of 2008.

Strategies for Implementation:

1. Work with new and existing local agencies to record local authors at the IN-SIGHT digital recording studio.
2. Develop a summer reading program with Meeting Street School.
3. Refer patrons to TechACCESS of Rhode Island, which provides information and resources on assistive technology.
4. Present information about Talking Books Plus Services to the staff of Paul V. Sherlock Center on Disabilities, RI Services for the Blind, and IN-SIGHT.
5. Contact and propose collaborative endeavors with directors of agencies such as:
 - Ocean State Center for Independent Living (OSCIL)
 - PARI Independent Living Center
 - Rhode Island Department of Elderly Affairs
 - Rhode Island Parent Information Network (RIPIN)
 - Rhode Island Public Transportation Authority (RIPTA)
 - Visiting Nurses Association (VNA of Rhode Island)

Objective III: Talking Books Plus will increase circulation of non-traditional resources (including descriptive video, digital e-books, and NLS cassette and digital materials) by 5% per year.

Strategies for Implementation:

1. Contract with Perkins School for the Blind to lend descriptive videos to TBPlus users.
2. Subscribe to Rhode Island public library network, Ocean State Libraries, E-Zone for digital e-books.
3. Lend NLS audio cassettes and digital talking books.

Objective IV: Talking Books Plus will increase interlibrary loan borrowing by 20% annually for reading materials which are not currently available in its collection, especially materials for K-12 and college students and teachers with disabilities.

Strategies for Implementation:

1. Purchase institutional subscription to Recording for the Blind & Dyslexic.
2. Request reading materials from Multistate Center East (Cincinnati, Ohio), Multistate Center West (Salt Lake City, Utah), and other independent libraries that serve the blind and physically handicapped.

Objective V: Talking Books Plus will increase the number of users who access the online public catalog by 100 by the end of 2010 as measured by KLAS (Keystone Library Automation Systems) statistics.

Strategies for Implementation

1. Promote institutional memberships and independent access to the TBP's online public catalog.
2. Promote linking the TBP's online public catalog from other Rhode Island libraries' homepages.

Objective VI: 90% of OLIS web pages will meet accessibility and usability criteria. (2010)

Strategies for Implementation:

1. Establish accessibility and usability criteria for OLIS websites in accordance with industry defined web standards.
2. Explore and develop methods for testing accessibility and usability.
3. Evaluate the OLIS, Info and Talking Books Plus websites for compliance with established criteria.
4. Gather input from users with disabilities about the accessibility of the Talking Books Plus website.
5. Systematically address accessibility and usability issues, revising presentation and style as necessary to accommodate users with disabilities.
6. Implement changes to websites to improve access to information for all users.
7. Publish project documentation online to provide libraries with resources for the development of accessible, standards compliant websites.

Goal II. Enhance services that libraries in Rhode Island provide, particularly those provided to traditionally underserved populations.

Objective I: Public library directors will demonstrate in FY2010 an increase in awareness of OLIS services and resources by scoring 10% better on a post-test than they did on a pre-test in FY2008.

Strategies for Implementation:

1. The Field Services Team will devise a test of awareness of OLIS services and resources.
2. Based upon the pre-test, the Field Services Team will provide, as needed, an orientation for new directors.
3. The Field Services Team will facilitate appropriate mentoring relationships, as requested, between new and experienced directors.
4. The Field Services Team will gather feedback and input on public library directors' needs for services or resources from OLIS through in-person visits, phone calls, and email.
5. The Field Services Team will monitor and update twice a year "Information for RI Public Library Directors" on the OLIS website.

Objective II: By FY2011, public libraries will provide all Rhode Islanders with the basic level of service outlined in the *Minimum Standards for Rhode Island Public Libraries* as indicated by a reduction from 18 to 9 in the number of libraries that request waivers from those Standards.

Strategies for Implementation:

1. The Field Services Team and public services library directors in FY2010 will review compliance with the *Minimum Standards for Rhode Island Public Libraries*.
2. The Field Services Team will provide information and assistance in response to questions about the waiver process for *Minimum Standards for Rhode Island Public Libraries*.
3. In response to the expressed needs of libraries, the Field Services Team will create, and update annually tools to aid public libraries in understanding and meeting standards.
4. The Field Services Team will monitor the efficacy of the standards in maintaining a basic level of public library service.
5. In conjunction with public library representatives the Field Services Team will evaluate the need to revise the *Minimum Standards for Rhode Island Public Libraries* in FY2011.

Objective III: Public library directors will have an active and helpful Field Services consultant as a point of access to OLIS for information and referral as indicated through annual statistics that count field visits and Information and Referral interactions and a survey in FY2012.

Strategies for Implementation:

1. The Field Services Team will be available to public libraries for consultation by phone, email and in person.
2. The Field Services Team will connect public library directors with each other, OLIS staff, librarians, and other appropriate individuals and resources as needed.
3. The Field Services Team will actively seek solutions to problems and issues facing public libraries.
4. The resources of the Professional Collection at OLIS will be maintained for use by all librarians and library staff in LORI libraries.

Objective IV: 30% of OLIS funded adult literacy programs will generate outcomes acceptable to IMLS in the area of public library adult literacy services. (2008-2012)

Strategies for Implementation:

1. Review benchmarks using previous successes of OLIS/LSTA supported adult literacy services in public libraries.
2. Study Adult Literacy Outcomes Models.
3. Create RFP for LSTA Adult Literacy grants.
4. Review progress of awarded projects with grant project administrators.
5. Document final outcomes.
6. Collaborate with the RI Department of Education (RIDE) Office of Adult Education on behalf of public library-based adult literacy services.

Objective VI: Talking Books Plus will provide public libraries with opportunities and resources for their elderly and disabled patrons to participate in two statewide reading programs each year.

Strategies for Implementation:

1. Participate in the RI Center for the Book's Reading Across Rhode Island and the OLIS Summer Reading Program.
2. Facilitate the inclusion of TBP patrons in public library book clubs by supporting local libraries' needs for materials accessible to the blind and physically handicapped.

Objective VII: Talking Books Plus will be the digital audiobook information center for Rhode Island libraries serving people with disabilities by 2012.

Strategies for Implementation:

1. Develop Talking Books Plus staff skills in adaptive software and digital audiobook devices (e.g., MP3 players; American Printing House for the Blind's Book Port) by attending continuing education programs and self-directed learning.
2. Promote direct-to-consumer digital audiobook service through subscriptions and partnerships with a variety of free and fee-based audiobook vendors (e.g., Audible.com, Bookshare.org, Recording for the Blind and Dyslexic, Google.com, Audiobooks.com, and NLS's Web Braille and Digital Talking Book).
3. Provide information about the TBP digital audiobook information center in the outreach packet to be distributed by TBP to libraries.

Objective VIII: The library community will have online access to information about 100% of OLIS services and programs that support library services and programs to Rhode Island residents. (2008-2012)

Strategies for Implementation:

1. Review website with OLIS staff to identify programs, services and information not included on the existing website. (ongoing)
2. Publish information online about all OLIS programs and services. (ongoing)
3. Review, update and enhance content for the Grants and Funding section of the OLIS website. (2008)
4. Review, update and enhance content for the Children's and Young Adult Services section of the OLIS website. (2009)

Objective IX: 80% of OLIS interactions with LORI libraries will take place on the worldwide web by FY2012.

Strategies for Implementation:

1. Deploy interactive web technologies to support transactions among LORI libraries and between LORI libraries and OLIS, e.g.:
 - a. Investigate calendar tools to develop a comprehensive, automated calendar for statewide library events. (2010)
 - b. Explore and implement technologies that enable data of all types to be syndicated and repurposed both within the OLIS website and by website visitors. (2010)
 - c. Explore, implement and host social networking tools that enable members of the library community to effectively and instantaneously exchange information and knowledge in an online environment. (2011)
2. Continue to use the RSS feed function for the OLIS website and blog, Rhodarian.
3. Advertise Rhodarian and promote its use through online tutorials on using RSS feeds.

Objective X: 25% of LORI libraries will deploy Web 2.0 technologies to offer services to users by FY2012.

Strategies for Implementation:

1. Explore synergies between Innovative Interfaces turnkey systems and Web 2.0 technologies.
2. Pilot web ready service options at the OLIS library or website.
3. Facilitate implementation of Web 2.0 technologies in LORI libraries by presenting training opportunities and seeking funding.

Objective XI: By the end of FY2008, librarians in 10 communities, including the 5 core low income cities, will prepare 7,500 four year old children for Kindergarten with the English or Spanish language version of the *Getting Ready for Kindergarten* calendar.

Strategies for Implementation:

1. Work with a committee of children's services librarians, the Providence Children's Museum early childhood educator, and a representative of early childhood agencies to obtain funding for, publicize and promote the use of the calendar.
2. Provide orientation and training sessions for librarians, childcare providers and parents about the calendar and the Rhode Island Early Learning Standards on which it is based.
3. Form partnerships between librarians and community agencies to introduce the Spanish language version of the calendar to Spanish speaking families.
4. Plan a study in FY2009, possibly in conjunction with the University of Rhode Island Graduate School of Library and Information Studies and Rhode Island Kids Count, of a sample of families to determine the effectiveness of the calendar.

Objective XII: 20 librarians will demonstrate during FY2008 transfer of learning about early literacy development into practice when conducting story times as based on the use of a research-based observer's checklist from the ALSC/PLA Every Child Ready to Read Project.

Strategies for Implementation:

1. Match librarians who attended the FY2007 training program, "The Fun and Facts of Early Literacy," for peer observations.
2. Train observers in the use of the checklist.
3. Provide feedback from observers to individual librarians.
4. Analyze compiled results to identify further training needs.

Objective XIII: In FY2008, 8,200 children will complete their public library's Summer Reading Program.

Strategies for Implementation:

1. Seek out and coordinate with partner agencies, organizations and individuals incentives to motivate continued participation and completion of the local library's requirements during the Summer Reading Program.
2. Provide books for children who complete the program.
3. Select and subsidize appropriate educational and cultural performers and presenters to maintain the momentum of the program throughout the summer.
4. Publicize the program using both the English and Spanish language video and audio public service announcements.

Objective XIV: Library staff serving children ages 6-12 will upgrade their ability to provide afterschool programs, especially targeting underserved "tweens" ages 10-12, by the end of FY2010, as indicated by:

- a minimum of 500 afterschool programs for tweens will have been offered in public libraries during FY2010,
- at least 5000 tweens will have participated in afterschool programs for tweens at public libraries during FY2010,
- 90% of grant applications (see strategy #6) received will reflect best practices in afterschool programming, and
- 90% of librarians attending trainings on afterschool programming during FY2008 and FY2009 will indicate on a survey that their knowledge and capability in this area have increased.

Strategies for Implementation:

1. Conduct a series of continuing education programs on afterschool programming.
2. Add resources to the OLIS Library on afterschool programming.
3. Identify potential agency and community partners for afterschool programming.
4. Identify and share information on best practices in afterschool programming.
5. Identify and share information on the developmental stages and needs of 6-12 year olds.
6. Provide grants to support afterschool programming demonstrating best practices.
7. Hold a session to share examples of programs and give feedback on whether they are developmentally appropriate and use best practices.

Goal III: Effect collaboration and cooperation of a multi-type nature among public, academic, school, and special libraries, including those in museums and historical repositories.

Objective I: A minimum of 160 Library of Rhode Island (LORI) Network libraries will loan resources to and borrow resources from other member libraries through the LORI Delivery system. (2008-2012)

Strategies for Implementation:

1. Manage and pay for the interlibrary delivery of physical materials.
2. LORI Delivery system will serve every library in the LORI Network with between 3 to 5 stops each week.
3. By the end of FY2009 materials sent through LORI Delivery will be traceable to assure timely delivery.
4. OLIS will maintain a telephone hotline for receiving reports of delivery-related problems and respond to the reporting library within one business day from the time the call is received.
5. An email line for delivery related communications will be established by January 2008.
6. Establish a new delivery service contract to encompass additional delivery options, such as home delivery, for Rhode Island residents.

Objective II: RI residents and students will receive the materials they need from any library in Rhode Island or elsewhere through resources provided by LORI interlibrary loan and referral services, as measured by ILL fill rate and participation rates of LORI member libraries. (2008-2012)

Strategies for Implementation:

1. Continue to manage the LORI ILL system as well as collaborate with the LORI library community to improve the system.
2. Provide LORI network library access to the OCLC FirstSearch database as a means for finding and borrowing materials out of state.
3. Collect and monitor ILL and circulation statistics to document the output of the system.
4. Participate in initiatives to provide statewide database licenses and the one catalog movement to develop a unified catalog of library resources in RI.

Objective III: Improve the cost-effectiveness of document delivery for LORI libraries by 20% by 2010 and by an additional 30% by FY2012.

Strategies for Implementation:

1. Benchmark document delivery cost-effectiveness in FY2008.
2. Develop and lead a multitype committee to investigate solutions for reducing the costs of document delivery.

3. Obtain group discounts for document delivery services.
4. Develop a statewide Serial Union Catalog that will include holdings information.

Objective IV: 100% of LORI Network libraries will be certified on an annual basis.

Strategies for Implementation:

1. Assist LORI libraries in maintaining the basic level of library service and network participation required to meet LORI standards annually.
2. Provide access to a LORI ILL email account for each member library.
3. Ensure every library has staff that are able to comfortably utilize the LORI interlibrary loan system.
4. Collect and track ILL statistics, which are collected during certification, to follow changes in network activity and make needed adjustments in services.

Objective V: Management of the LORI network is informed by LORI stakeholders as measured by minutes of LORI stakeholder meetings. (2008-2012)

Strategy for Implementation:

1. Lead a working group composed of representatives from all types of libraries to advise, support, and grow the LORI Network.

Objective VI: Public libraries in at least 15 communities will report increased collaboration with local schools to provide homework support by FY2012.

Strategies for Implementation:

1. Plan this effort in cooperation with the Rhode Island Department of Education.
2. Present workshops on best practices in school/public library cooperation and homework support.
3. Co-sponsor workshops with Rhode Island Educational Media Association.
4. Add resources to the OLIS Library on school/public library cooperation and homework support.
5. Link staff at school library media centers with the public library children's services librarian for their community.
6. Identify innovative ways to communicate about assignments and available resources.
7. Develop collaboratively a recommended resources list including websites related to Rhode Island curriculum topics.
8. Create and disseminate a video or similar tool to show how public libraries can help teachers.
9. Recognize positive models of school/public library cooperation.

Objective VII: 85% of library staff serving children and teens in the state will indicate on an evaluation form in FY2009 that working collaboratively improves their library services for children and teens.

Strategies for Implementation:

1. Convene meetings periodically for children's and young adult services librarians during the year.
2. Maintain network partners program for mentoring of children's services librarians.
3. Communicate, share ideas and solve problems through online discussion groups.
4. Plan evaluation in conjunction with a Children's Services Advisory Council.
5. Convene a planning retreat in early FY2008 to set goals statewide for the next five years.
6. Develop a succession plan for leadership, services and resources at the state level on the retirement of the children's services consultant at OLIS.

Goal IV. Provide statewide those services more cost effectively or beneficially provided at the statewide scale than provided by individual libraries.

Objective I: Lead libraries in the Rhode Island multi-type network to participate in online resource sharing. (2009-2012)

Strategies for Implementation:

1. Evaluate existing online resource sharing functions and activities.
2. Involve libraries of all types in evaluating and planning effective resource sharing.
3. Explore new developments in web and other electronic communication methods to deliver the most effective methods of resource sharing.
4. Revise online LORI Network Standards annual certification application to create a single integrated and automated reporting process.
5. Publish data and reports annually about LORI Network activity and resources.

Objective II: Participation by libraries' staff in a comprehensive OLIS sponsored continuing education program related to the six LSTA priorities will increase by 10% annually. (2008-2012)

Strategies for Implementation:

1. Allocate resources to develop and maintain continuing education programming.
2. Offer programs at locations throughout the state.
3. Offer programs at convenient times based on evaluations and prior surveys.
4. Offer programs utilizing different teaching methods and means of delivery.
5. Publicize offerings through the OLIS website, email lists, and other options.

Objective III: 85% of library staff attending continuing education programs related to the six LSTA priorities will increase their knowledge and skills as measured by surveys. (2008-2012)

Strategies for Implementation:

1. Design and utilize an evaluation form for all programs to measure a self-perceived increase in knowledge and skills.
2. Evaluate existing programs.
3. Conduct assessment to determine needs for continuing education.
4. Plan programs based on needs assessment.

Objective IV: Library staff will benefit from at least two collaborative efforts annually with current and future partners for continuing education programming related to the six LSTA priorities. (2008-2012)

Strategies for Implementation:

1. Identify potential partners for continuing education programs.
2. Identify programs that would benefit from collaborative efforts.
3. Establish a statewide working group of other library continuing education providers.
4. Present programs in collaboration with other library organizations.

Objective V: OLIS staff will learn about national trends and issues and develop at least two new continuing education programs, related to the six LSTA priorities, annually for the library community. (2008-2012)

Strategies for Implementation:

1. Attend local, regional and national conferences and meetings.
2. Participate in teleconferences and online programs and meetings.
3. Use a current collection of professional materials through the OLIS library.
4. Present an annual seminar or colloquium, in cooperation with other library organizations and designed to appeal to a multitype library audience, on future trends and current innovations in library service and programming.

Objective VI: OLIS will work with the Rhode Island library community to make residents of Rhode Island aware of library services, programs, collections and issues and to promote literacy by cooperatively producing 12 to 15 new L-TV Library Television programs per year.

Strategies for Implementation:

1. Collaborate with the Rhode Island Library Association to produce 12 to 15 new L-TV television programs per year.
2. Cablecast a different L-TV show each week over the statewide Public Educational Government interconnect channel three times a week every week of the year – 156 showings statewide per year.
3. Cablecast a different L-TV show each week over the Public Educational Government access channel for Bristol County – 156 showings per year.
4. To increase access options for Rhode Island residents L-TV programs will be made available by podcast by 2009.

Objective VII: 100% of LORI public libraries and a minimum of two other child-serving agencies will participate each year in a Summer Reading Program Collaborative coordinated and subsidized by OLIS.

Strategies for Implementation:

1. Maintain membership in the national Collaborative Summer Library Program (CSLP).
2. Plan and evaluate the program with RI children's services librarians.
3. Coordinate with Talking Books Plus library in order to include its patrons in the Summer Reading Program.
4. Encourage participation by non-library agencies serving children with disabilities (e.g., hospitals, schools, etc.).
5. Provide manuals and materials in English and Spanish through CSLP.
6. Audition, select and subsidize the cost of presenters.
7. Conduct unified publicity statewide.
8. Seek corporate and grant sponsorship for the program to supplement LSTA funding.

Objective VIII: 5% (54,000) of Rhode Island residents will have a worthwhile experience participating in library programming that is a result of collaboration between libraries and other organizations, as measured by program logs and surveys.

Strategies for Implementation:

1. Using resources from the RI State Council for the Arts and the RI Department of Administration (DoA), an American Library Association traveling exhibit will be displayed in the atrium gallery of the DoA building. (2008 or 2009)
2. Collaboration with the Rhode Island PBS (WSBE) will continue with teleconference co-sponsorship and exploration of programming opportunities in the form of library-based discussion groups centering on PBS programming.

3. Using video over internet protocol technologies in the DoA, OLIS will offer a minimum of two broadcasts annually of programs developed by other entities, such as the University of Rhode Island Graduate School of Oceanography and the RI Center for the Book at the Providence Public Library.

Objective IX: The Rhode Island Center for the Book will celebrate the art and heritage of reading, writing, making, and sharing books, as measured by Center statistics; e.g., number of and attendance at programs, participation in Reading Across Rhode Island, youth contributing to Letters About Literature.

Strategies for Implementation

1. OLIS will support the development of Rhode Island Center for the Book at Providence Public Library by participating in an *ex officio* capacity on its Board of Directors.
2. OLIS will assist with planning and operation of the Rhode Island display at the National Book Festival in Washington, D.C., with cooperation from the RI Tourism Council and IMLS.
3. OLIS will support Rhode Island Center for the Book at Providence Public Library programming including financial support contingent upon the availability of funds.

Communication and Public Availability of the Plan

Upon acceptance by IMLS, the 2008-2012 plan will be presented to the Library Board of Rhode Island at its next scheduled meeting. At the appropriate time, the Rhode Island library community, the Director of Administration and the Governor will be notified that the 2008-2012 plan has been accepted by IMLS and is available on the OLIS website. Announcements that the plan was accepted and is available will be made: by email using OLIS's multitype email directory; by a headline announcement on the OLIS website; by inclusion the *OLIS News and Updates* electronic digests; and at relevant library community meetings.

The Plan will be publicly available 24/7 on the OLIS website. The 2003-2007 LSTA plan was available 24/7 on the website and that proved to be the most efficient, accessible method of making the plan available to the library community and the public. A print copy of the plan will be held in the OLIS Library which can be accessed on Mondays through Fridays, from 8:30 AM to 4:00 PM. The Plan will be readily be made available in alternate formats on request.

Finally, the Plan will also be available through a link on the Council of State Library Agencies website to facilitate sharing LSTA plan content between state library agencies.

Monitoring and Evaluation of the Plan

Progress in accomplishing the Plan objectives on the whole will be internally monitored by OLIS annually. The yearly time frame for monitoring the Plan will occur at the time the annual IMLS report is prepared (roughly the period from October 1 to December 30).

Impact on the ability of OLIS to successfully follow the Plan as written could come as a result of federal or state budget shortfalls, staffing changes, or legislative actions. Any deviations in the Plan will first be addressed with the Library Board of Rhode Island. Such would be addressed, as they occur, under the direction of the Chief Library Officer, in partnership with the Library Board of Rhode Island. Other stakeholders will be brought into the discussions of Plan revisions if such revisions will have an impact on their particular areas of service or field.

The majority of the Plan's objectives were written to incorporate monitoring and measurement of successes in achieving the objectives, therefore it would be redundant to reiterate all the monitoring that is described in the Plan. The following are selected examples of programs and activities that will be monitored for performance. They are listed under the four Plan goals for which they have primary impact:

Under Goal I

- Services to disabled individuals
- Collaborative partnerships between Talking Books Plus and other partners
- Circulation of materials to the blind and physically handicapped
- Accessibility of OLIS web pages

Under Goal II

- Public library directors' awareness of resources available from OLIS and their confidence in OLIS Field Service Team members assigned to their library
- Number of public libraries that require waivers from compliance with the *Minimum Standards of Rhode Island Public Libraries*
- Web 2.0/Library 2.0 technologies and their use by OLIS
- Use of a *Getting Ready for Kindergarten* calendar in 10 communities
- Number of librarians who put into practice their learning about early literacy
- Participation in the Summer Reading Program
- Afterschool programming for tweens

Under Goal III

- Participation in LORI library resource sharing
- LORI ILL system use and growth
- Cost of document delivery
- Stakeholder engagement in the management of the LORI network
- Homework support in local libraries
- Collaboration among children's librarians

Under Goal IV

- Implementation of an online information commons
- Participation by library staff in OLIS sponsored continuing education programs
- Rates of knowledge and skill attainment by library staff attending OLIS sponsored continuing education programs
- Awareness among Rhode Island residents of library services, programs, collections and issues and literacy needs in the state
- Collaboration between libraries and other organizations

Toward the conclusion of the period covered by the 2008-2012 Plan, the overall progress made by OLIS in fulfilling the goals and objectives of the Plan will be made using a formal evaluation scheduled for FY 2011. Pending the availability of funds, the evaluation will be made by an independent, third party.

Appendix I

Rhode Island Stakeholders

Enabling Stakeholders

- Gates Foundation
- Governor of Rhode Island
- IMLS
- Library Board of Rhode Island (LBRI)
- RI Economic Development Corporation
- Rhode Island State Legislature
- RI Department of Ed., Adult Education
- State of RI, Dept. of Administration

Functional Input Stakeholders

- LBRI
- LBRI Committees
- Coalition of Library Advocates
- Literacy Program staff
- LORI ILL Working Group
- OLIS Children's Advisory Board
- OLIS staff
- RI Center for the Book at Providence Public Library
- RI KidsCount
- RI Parents Information Network

Functional Output Stakeholders

- Higher Education Library Information Network (academic/research libraries)
- Library boards
- Library directors
- Library staff
- Literacy students
- Municipalities
- Ocean State Libraries (public libraries)
- RI Library Information Network for Kids
- RI Department of Ed., Adult Education
- RI State government agencies

Normative Stakeholders

- Association of RI Health Science Libraries
- Administrators of organizations served
- Coalition of Library Advocates
- Library staffs, directors, trustees, boards, and friends groups
- Providence Children's Museum
- RI Educational Media Association
- RI KidsCount
- RI Library Association
- RI Council for the Humanities
- RI State Council for the Arts
- RI PBS
- Special Libraries Association-RI

Diffused Stakeholders

- State residents, including:
- In-patients in state hospitals and incarcerated individuals
- State employees
- Children in schools
- Higher education students
- Home-schooled students and their teachers
- Charter schools

Appendix II

Rhode Island LSTA Evaluation Web Survey⁵

Rhode Island Office of Library and Information Services

Himmel & Wilson, Library Consultants is conducting an evaluation of the Library Services and Technology Act (LSTA) program (2002 - 2007) for the Rhode Island Office of Library & Information Services. The following survey is part of this effort. The questions reflect issues that were raised by participants in focus groups and interviews conducted throughout the State. With the exception of the last few questions (which ask you to describe your library), there are no right or wrong answers. Your answers to the questions in the survey will help us understand the variety of needs that exist in Rhode Island libraries and will help OLIS as it prepares to develop the next five-year LSTA plan. Thanks for taking the time to respond!

Rhode Island receives approximately \$1 million annually in LSTA funds. Those funds are expended on statewide projects such as LORI network services and Talking Books Plus, on literacy initiatives, costs related to library development staff who consult with public libraries, children's services, web site development, and continuing education efforts.

1. On a scale of 1-5, how well do you think each of the services listed below is addressing the needs of Rhode Island libraries and residents? (1 is very poorly; 5 is very well; 0 if don't know or haven't used)

LORI resource sharing services (ILL, delivery, OCLC Clearinghouse, access to FirstSearch)

Very Poorly 1 2 3 4 5 Very Well

Talking Books Plus

Very Poorly 1 2 3 4 5 Very Well

OLIS/LORI website as an information portal

Very Poorly 1 2 3 4 5 Very Well

Summer reading programs

Very Poorly 1 2 3 4 5 Very Well

Support for conferences such as Town Meetings and Library Futures

Very Poorly 1 2 3 4 5 Very Well

Consulting services to public libraries

Very Poorly 1 2 3 4 5 Very Well

Continuing education programs

Very Poorly 1 2 3 4 5 Very Well

Other (Please specify)

Very Poorly 1 2 3 4 5 Very Well

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Rhode Island's LSTA funds are also expended on grants made to individual libraries or groups to carry out projects that support LSTA goals. Examples include RILINK and the various literacy programs.

2. On a scale of 1-5, how well do you think each of the grants listed below addresses/addressed the needs of Rhode Island residents? (1 is very poorly; 5 is very well; 0 if don't know or unaware of users)

RILINK network
 Very Poorly 1 2 3 4 5 Very Well

Literacy programs: i.e., family, RI Family Literacy Initiative (RIFLI), and programs for non/limited English speaking persons (Literacy Volunteers of America-Coventry Public Library programs)
 Very Poorly 1 2 3 4 5 Very Well

ARIHSL grant to join HELIN
 Very Poorly 1 2 3 4 5 Very Well

CLAN grant to migrate to Innovative
 Very Poorly 1 2 3 4 5 Very Well

Other (Please specify)
 Very Poorly 1 2 3 4 5 Very Well

3. Which two programs or services of OLIS are most important to your library?

Most important: (free text entry)
 Second most important: (free text entry)

4. On a scale of 1-5, please indicate your degree or level of agreement with each of the following statements (1 is highly disagree; 5 is highly agree)

a.) The OLIS continuing education opportunities available to me/my staff in Rhode Island are adequate to meet my/their needs.
 Highly Disagree 1 2 3 4 5 Highly Agree

b.) Continuing education for librarians/library staff in Rhode Island has improved in the last five years.
 Highly Disagree 1 2 3 4 5 Highly Agree

c.) The professional collection at OLIS is heavily used.
 Highly Disagree 1 2 3 4 5 Highly Agree

d.) Public library standards are an important tool for improving library service in Rhode Island.
 Highly Disagree 1 2 3 4 5 Highly Agree

e.) I find the OLIS blog (Rhodarian) to be very useful.
 Highly Disagree 1 2 3 4 5 Highly Agree

f.) A single uniform catalog and a database licensing program are top priorities for the Rhode Island library community.
 Highly Disagree 1 2 3 4 5 Highly Agree

g.) Public libraries, rather than OLIS, should pay for summer reading program performers.

Highly Disagree 1 2 3 4 5 Highly Agree

h.) Staffing levels at OLIS are inadequate to carry out current programs and responsibilities.

Highly Disagree 1 2 3 4 5 Highly Agree

i.) OLIS should take a stronger leadership role.

Highly Disagree 1 2 3 4 5 Highly Agree

5. The top priority service or program for OLIS for the coming five-year LSTA Plan should be: (free text entry)

6. Please indicate which of the following best describes the type of library you represent.

7. Please select the title that most accurately reflects your duties with the library that you represent.

8. Please select the response that best reflects the number of paid staff in your library (in full-time equivalents - FTEs).

Less than 1.00 FTE

1.00 FTE

1.01 - 3.00 FTE

3.01 - 5.00 FTE

5.01 - 10.00 FTE

10.01 - 20.00 FTE

20.01 - 30.00 FTE

More than 30.00 FTE

9. Please select the response that best reflects the budget for books, audio-visual materials, and online resources for the library you represent.

Under \$ 2,000

\$ 2,001 - \$ 5,000

\$ 5,001 - \$ 10,000

\$ 10,001 - \$ 25,000

\$ 25,001 - \$ 50,000

\$ 50,001 - \$ 75,000

\$ 75,001 - \$ 100,000

\$ 100,001 - \$ 250,000

More than \$ 250,000

Please feel free to add any other comments regarding the LSTA program in Rhode Island in the space provided below.

Thank you for sharing your thoughts!

Appendix III

Children's Librarians Survey⁶

This is my first experience with creating a survey on Survey Monkey. I hope it will allow you to give me feedback on areas to be covered under children's services in the new OLIS Five Year Plan. Please take 5 minutes to respond to these questions.

1. Do you like having one major, all-day continuing education program each year?

2. Do you prefer to have shorter one and a half to two hour CE programs following the Summer Reading Program meetings or on a separate day?

3. Rate your interest in the following early literacy topics for continuing education sessions. Peer observation means that a fellow children's librarian would visit your story time with a checklist and provide feedback on her observations.

not interested a little interested don't care somewhat interested very interested

- baby sign language
- facilities design reflecting early literacy research
- peer observation

4. For the last five years, OLIS has focused on early literacy. Please rate the following areas for a major focus in the next five years.

not interested a little interested don't care somewhat interested very interested

- homework help
- serving homeschoolers
- after-school programming for 6-10 year olds
- after-school programming for 10-12 year olds
- serving children with physical disabilities
- serving children with learning disabilities
- cooperative collection development in languages
- technology and children's services
- school/public library cooperation
- child development and behavior issues
- serving parents, caregivers and providers
- administrative/supervisory responsibilities

5. Should OLIS continue with the newly instituted Children's Services Networking Partners project, pairing two children's librarians to share ideas and support each other?

6. Any further comments, suggestions, ideas?

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Appendix IV

OLIS Continuing Education Survey⁷

1: What days and what times do you prefer to attend continuing education?

Please choose all that apply

- Monday morning
- Monday afternoon
- Monday evening
- Tuesday morning
- Tuesday afternoon
- Tuesday evening
- Wednesday morning

Other:

- Wednesday afternoon
- Wednesday evening
- Thursday morning
- Thursday afternoon
- Thursday evening
- Friday morning
- Friday afternoon

2: How many times per year do you attend OLIS continuing education programs?

Please choose only one of the following:

- Never attended
- 1-2 times per year
- 3-5 times per year
- 6 or more times

[Only answer this question if you answered Never attended or 1-2 times per year to question 2]

What would help you attend more often?

Please choose all that apply

- More convenient times
- More convenient locations
- Employer/supervisor support for attending
- Topics more in line with my interests/needs
- My CE needs are met elsewhere
- Staffing needs at my library preclude attendance
- Other:

[Only answer this question if you answered 1-2 times per year or 3-5 times per year or 6 or more times ' to question 2]

What are your reasons for attending OLIS CE programs?

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Please choose all that apply

- CE credits (non-OLIS)
- Interested in topic
- Need additional training for my job
- Networking with other library staff
- Preparing for another job/career
- Required to attend
- Other:

3a: What are the library content areas you wish to receive continuing education? (We will ask you later about more specific topics.)

Please choose all that apply

- Academic Library Services
- Access Services
- Children's Services
- Information Technology & Computer Software
- Library Administration
- Planning and Data Collection
- Public Library Services
- Reference Services
- School Library Media Centers
- Technical Services
- Trustee Topics
- Web Development and Web Tools
- Young Adult Services

[Only answer this question if you answered Academic Library Services to question 3a]

What specific topics in Academic Library Services interest you?

Please choose all that apply

- Developing and supporting an information commons
- Digital resources - creation, control, preservation
- Information literacy
- Open Access Initiative (OAI)
- Preservation management
- Primary source research
- Other:
- Reference services for culturally diverse students and faculty
- Serving Gen-Y

[Only answer this question if you answered Access Services to question 3a]

What specific topics in Access Services interest you?

Please choose all that apply

- Circulation
- Copyright and fair use
- Government documents
- Inter-Library Loan
- Internet policies

Other:

[Only answer this question if you answered Library Administration to question 3a]

What specific topics in Library Administration interest you?

Please choose all that apply

- Budget planning and administration
- Coping with controversy
- Effective meeting strategies
- Employee appreciation programs
- Fundraising
- Grant writing
- Marketing library services
- Performance appraisals
- Policymaking
- Public relations
- Recruiting and retaining high caliber staff
- Working with friends groups
- Working with library boards
- Writing job descriptions
- Other:

[Only answer this question if you answered Children's Services or Children's Services to question 3a]

What specific topics in Children's Services interest you?

Please choose all that apply

- Afterschool programming
- Book selection for story times
- Designing a youth services website
- Disruptive behavior
- Early literacy programming
- Programming for tweens
- Reference service to children
- School/public library cooperation
- Other:

[Only answer this question if you answered Information Technology & Computer Software or Information Technology & Computer Software to question 3a]

What specific topics in Information Technology & Computer Software interest you?

Please choose all that apply

- Microsoft Office: Access
- Microsoft Office: Excel
- Microsoft Office: PowerPoint
- Microsoft Office: Publisher
- Microsoft Office: Word
- Public access computing
- Radio frequency identification technology (RFID)
- Technology planning

Trends in library technology
Wireless networks
Other:

[Only answer this question if you answered Public Library Services to question 3a]

What specific topics in Public Library Services interest you?

Please choose all that apply

Customer service
Dealing with problem patrons
Establishing satellite locations
Information literacy
Planning for library construction and renovation
School/public library cooperation
Serving culturally diverse populations
Serving Gen-Y
Serving older adults
Serving people with disabilities
Serving the homebound
Other:

[Only answer this question if you answered Planning and Data Collection to question 3a]

What specific topics in Planning and Data Collection interest you?

Please choose all that apply

Collecting and utilizing statistics
Creating surveys
Disaster planning
Evaluation methods
Preservation planning
Strategic/long-range planning
Technology planning
Weeding

[Only answer this question if you answered Reference Services to question 3a]

What specific topics in Reference Services interest you?

Please choose all that apply

Basic reference sources for the paraprofessional
Conducting the reference interview
Database searching
Developing reference collections in an electronic age
Establishing homework centers
Evaluating reference services
Internet searching (search engines, directories etc.)
Resources of the OLIS Professional Collection
Starting and operating live virtual reference service
Other:

[Only answer this question if you answered School Library Media Centers to question 3a]

What specific topics in School Library Media Centers interest you?

Please choose all that apply

- Automation
- Book talks
- Challenged materials
- Information literacy
- Magazine selection
- Materials selection tools
- Policymaking
- Public relations
- School/public library cooperation
- Space planning and design
- Other:

[Only answer this question if you answered Technical Services to question 3a]

What specific topics in Technical Services interest you?

Please choose all that apply

- Basic book repair
- Indexing local resources
- Metadata topics
- Organization of non-print materials
- Serials management
- Other:

[Only answer this question if you answered Trustee Topics to question 3a]

What specific Trustee Topics interest you?

Please choose all that apply

- Duties and responsibilities
- Fundraising
- Hiring/evaluating the library director
- Planning for library construction and renovation
- Policymaking
- Services and functions of the Office of Library & Information Services
- Other:

[Only answer this question if you answered Web Development and Web Tools or Web Development and Web Tools' to question 3a]

What specific topics in Web Development and Web Tools interest you?

Please choose all that apply

- Blogging (creating/writing)
- Digital resources - creation, control, preservation
- Social software (del.icio.us, flickr, etc.)
- Using library web sites to promote services

Using RSS and news feeds
Using web editing software: Dreamweaver
Using web editing software: Microsoft Front Page
Web design considerations: what makes good page/site design?
Wikis
Other:

[Only answer this question if you answered Young Adult Services or Young Adult Services to question 3a]

What specific topics in Young Adult Services interest you?

Please choose all that apply

Book talks
Disruptive behavior
Graphic novels
Merchandising library materials
Programming for teens
Reference service to young adults
Reluctant readers
Teen advisory boards
Other:

What additional content areas do you wish to receive continuing education?

Please choose all that apply

Career counseling
Personal development
Retirement planning
Other:

What type of sessions do you like to attend?

Please choose all that apply

Instructor-led Training
Hands-on Training
Distance learning/Interactive online programs – for example: webinars, videoconferencing, Online
Programming for All Libraries (OPAL)
Sharing sessions – for example YART, Reference Round Table, Children’s Brown Bag Discussions

Tell us about you

How do you learn about OLIS continuing education programs?

Please choose all that apply

Colleague
Email
Fliers
Listserv/SIGs (Special Interest Groups)
OLIS web site
Supervisor/Administration
Other:
Didn't know about OLIS continuing education

What is your primary library affiliation?

Please choose only one of the following:

- Academic
- Corporate
- Historical
- Hospital/Medical
- Library school
- Public library
- School
- State
- Other:

What is your primary library role?

Please choose only one of the following:

- Library administrator
- Library trustee
- Paraprofessional library staff member
- Professional librarian (MLS)
- Other

Where else do you go for library-related continuing education?

Please choose all that apply

- ARIHSL
- CRIARL
- HELIN
- NELINET
- Regional/national conference(s)
- RIEMA
- RILA
- RILINK
- SLA-RI Chapter
- Simmons GSLIS
- URI GSLIS
- Other

[Only answer this question if you answered Other to question 9 other CE]

What non-library sources do you use for continuing education related to your library job?

Please write your answer here: