New Jersey

Library Services and Technology Act Plan

2013 - 2017

Submitted by
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NEW JERSEY STATE LIBRARY
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) PLAN – 2013 - 2017

Background

The New Jersey State Library (NJSL) is a treasured resource. Founded in 1796, NJSL is the third oldest state library in the nation and serves the Garden State's 8.8 million people directly through the State Library Information Center and the New Jersey Talking Book and Braille Center and indirectly through the support it provides to libraries throughout the State.
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As the State Library Administrative Agency (SLAA) for New Jersey, NJSL is responsible for carrying out the provisions of the Library Services and Technology Act (LSTA) Grants to States program in New Jersey. The Library Services and Technology Act is a component of the Museum and Library Services Act of 2010.

The overall purposes of the Library Services and Technology Act are to:

- enhance coordination among federal programs that relate to library and information services;
- promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
- facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;
- encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public;
- promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills;
- enhance the skills of the current library workforce and to recruit future professionals to the field of library and information services;
- ensure the preservation of knowledge and library collections in all formats and to enable libraries to serve their communities during disasters;
- enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation; and
- promote library services that provide users with access to information through national, state, local, regional, and international collaborations and networks.

The Act specifies the following priorities for the Grants to States program:

- expand 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 in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;

- establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;
- provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;
- enhance efforts to recruit future professionals to the field of library and information services;
- develop public and private partnerships with other agencies and community-based organizations;
- target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;
- target 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 section 9902(2) of title 42) applicable to a family of the size involved;
- develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
- carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

The LSTA program is administered on the Federal level by the Institute of Museum and Library Services (IMLS). Under the requirements of the enabling legislation, IMLS provides funds to State Library Administrative Agencies using a population-based formula.

In order to be eligible to receive LSTA funds, each SLAA must submit a five-year plan that outlines how the state agency intends to utilize the Federal funds in accordance with the purposes and priorities noted above. The five-year plan must include a needs assessment as well as goals, activities, and processes that will be used to ensure accountability and evaluate the state agency's progress toward its goals.

The New Jersey State Library's Mission and Values

The New Jersey State Library's vision statement reads as follows:

> *The New Jersey State Library connects people with information through its services to libraries, government and people with special needs.*

The State Library's mission is ***"Connecting people with information through libraries!"***

The State Library's statement of values reads:

The New Jersey State Library champions excellent library services as vital to an informed and open society. We are proactive and innovative in leading New Jersey libraries and providing information to foster a literate, productive, and competitive New Jersey. Access to information and libraries empowers people, organizations, and government.

The New Jersey State Library Staff affirms these values.

- We believe that libraries are fundamental to the public good.
- We commit to excellence in our work by enhancing our knowledge and skills, exercising initiative, and providing the highest level of service.
- We foster an empowering environment that encourages innovation, input, and participation, which values each individual's diversity.
- We treat all people with respect and fairness and adhere to the highest standards of integrity and ethical behavior.
- We manage and maximize our resources efficiently and effectively through good stewardship, cooperation, and partnerships.
- We welcome our customers and make every effort to meet their needs.
- We provide our services in a professional, timely, organized, and non-judgmental manner.

The State Library's mission and values statements both speak to the idea that information and library services can transform lives and can help build stronger communities. The Library's mission and values are also highly compatible with the purposes and priorities of the LSTA program and are consistent with the emphasis that IMLS and the Library Services and Technology Act place on outcome based assessment. The New Jersey State Library strives to make a difference in the lives of the residents of the Garden State.

Needs Assessment

A variety of data sources were used to develop the needs assessment portion of the Plan. Sources of information and data included U.S. Census data, demographic projections from Nielsen SiteReports (a commercial service that provides demographic data to the retail sector), public library statistics collected annually by state library administrative agencies in each of the states and then gathered and aggregated by the U.S. Institute of Museum and Library Services (IMLS) using the Public Library Survey (PLS), focus group sessions with librarians, personal interviews with members of the New Jersey library community, a web survey of library staff members, background documents provided by the New Jersey State Library and input gained through participation in several meetings with the State's Library Services and Technology Act Advisory Committee. Some of the information/data were gathered as part of evaluation process

used to develop the 2008 – 2012 LSTA Evaluation. Other information and data were collected specifically for the 2013 - 2017 LSTA planning effort.

Demographics

New Jersey has long been among the most populous states in the United States. The Garden State grew from being the 16th most populated state in the year 1900 (1900 population: 1,883,669) to ranking 8th in 1950 (1950 population: 6,066,282). New Jersey ranked 9th in population in the 2000 U.S. Census (2000 population: 8,414,350) but fell to the 11th position in the 2010 Census (2010 population: 8,791,894) being eclipsed by North Carolina and Georgia. [1] This is significant in terms of library service since the formula for the distribution of LSTA Grants to States funds is population based. It is also important to recognize that in spite of its drop in ranking, New Jersey gained over 377,000 people in the decade between the 2000 and 2010 U.S. Censuses.

Furthermore, the Census Bureau estimates that New Jersey gained nearly 30,000 residents between 2010 and 2011 (2011 population estimate 8,821,155). New Jersey may have dropped in terms of its population ranking among states, but libraries in the Garden State are faced with the challenge of serving more than 400,000 additional individuals at a time when financial support for library activities has been reduced.

In the population breakdown by age cohorts in the State, New Jersey closely mirrors national norms. Slightly greater than six percent (6.2%) of the Garden State's population is under 5 years of age. This compares to 6.5% at the national level. Similarly, New Jersey's "under 18" population accounts for 23.5% of the State total. The national percentage for this group is 24%. New Jersey's populace is only slightly older than the national norm. More than thirteen percent (13.5%) of the State's population is 65 or over compared to 13.0% nationally.

New Jersey remains the most densely populated state in the nation (Note: The District of Columbia, which is considered a state for LSTA purposes, is more densely populated.). In 1900, New Jersey ranked 3rd among the states in population density with 254 people per square mile (sq. mi.). At the time, this was nearly ten times (9.88) the national average population density of 25.7 people per sq. mi. By 1970, the Garden State achieved its current position of being the most densely populated among the fifty states with 1,134.4 people per sq. mi. By 2010, population density had grown to 1,195 people per sq. mi.[2] New Jersey's population density translates into almost fourteen (13.67) times the national average.

Given the significant size of New Jersey's population and its high overall population density, it is easy to assume that all of New Jersey is highly urbanized and that the State's primary challenges in offering library services might be related to the special needs of urban libraries. While New Jersey does have major urban centers and while the challenges faced by urban

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[1] U.S. Census Bureau, decennial census of population, 1900, 1950, 2000 and 2010.
[2] U.S. Census Bureau, Geography Division; decennial census of population, 1900, 1970 and 2010.

libraries are an important part of the picture, the reality is that New Jersey is an extremely diverse State that is not dominated by urbanized areas.

For example, the 2010 Census reported that Hudson County (home of Jersey City) had 13,731.4 people per sq. mi. In contrast, Salem County in the southwestern portion of the State had a population density of only 199.1 people per sq. mi. (similar population density to the State of North Carolina). Although many New Jersey residents live in urban population centers, a considerable percentage of the people also live in small towns and rural areas. In fact, greater than sixteen percent (16.31%) of New Jersey residents live in communities with populations less than 10,000 and more than two-thirds (67.68%) of the population live in communities with fewer than 50,000 people.

New Jersey's population is diverse in many other ways as well. In 2010, the Garden State ranked 3rd behind Connecticut and Massachusetts in per capita personal income with $50,781[3], which is more than $10,000 higher than the national average of $40,584. At the same time, the National Center for Children in Poverty (NCCP) reports that fourteen percent or 274,172 children in the State are part of families with incomes below the federal poverty level. Another fifteen (15%) percent of New Jersey's children live in low income families (families with incomes between 100% and 200% of the federal poverty level)[4]. In short, well over one-half million of New Jersey's children are at risk by virtue of their socio-economic status.

The U.S. Census Bureau reports that nearly eighteen percent (17.7%) of New Jersey's population is Hispanic or Latino in origin and that almost fourteen percent (13.7%) of the Garden State's population is Black or African-American. Over eight percent (8.3%) is Asian in origin with "Asian Indian" accounting for more than one-third of this total. This compares to 16.3% of the national population coming from Hispanic or Latino backgrounds, 12.6% of the national population being Black or African American and 4.8% of the U.S. population being Asian.

Of particular note is the fact that more than twenty percent (20.3%) of New Jersey's population is foreign born and that languages other than English are spoken in the homes of almost thirty percent (28.7%) of the State's population. Both of these measures are considerably higher than the national norms (12.7% foreign born and 20.1% living in homes in which languages other than English are spoken).

Data from the 2006 - 2008 American Community Survey (ACS), which was conducted by the U.S. Census Bureau and was released in 2010, shows that nearly one-million (948,688) New Jersey residents over the age of 5 indicate that they speak English less than "very well[5]." More than half of this total (538,568), indicate that Spanish is their primary language. However, other

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[3] U.S. Department of Commerce, Bureau of Economic Analysis, *Survey of Current Business.*
[4] National Center for Children in Poverty, National data were calculated from the Annual Social and Economic Supplement (the March supplement) of the Current Population Survey from 2010, representing information from the previous calendar year. State data were calculated from the 2009 American Community Survey, representing information from 2009.
[5] U.S. Census Bureau, American Community Survey (ACS) 2006 – 2008 (Released 2010)

languages including Chinese, Portuguese, Korean, Gujarati, Polish, Italian, Tagalog and Russian are the primary languages spoken by tens of thousands of New Jersey residents. According to Princeton University's Policy Research Institute, students in New Jersey's public schools speak at least 155 different languages.

The ACS also indicates that nearly ten percent (9.7%) of New Jersey's population has a limitation or limitations due to a disabling condition[6]. This statistic is somewhat below the national norm of almost twelve percent (11.9%). A closer examination of this difference by analyzing age groups shows that New Jersey's disabilities' rates are actually higher than national norms among pre-school and school-aged children and that they are somewhat lower than the national average in the adult population. A plausible explanation of this anomaly is that New Jersey does a better job of identifying disabilities among children and that adult rates are lower among adults because New Jersey residents suffer fewer disabling agricultural injuries than states more heavily driven by farm economies.

Nevertheless, the ACS reveals that 844,976 New Jersey residents are dealing with some sort of disability. Of these disabilities, the largest by far is in the category of "ambulatory" difficulties. It is estimated that nearly a quarter of a million (248,323) New Jersey residents aged 65 and older are limited in their mobility. Over seventy-thousand (70,286) residents aged 65 or older suffer from visual impairments. When all age categories are considered, the number of individuals dealing with visual impairments rises to 149,400.

The weakness of the national economy has had a negative impact on New Jersey's job market. The U.S. Bureau of Labor Statistics reported that New Jersey's unemployment rate in April 2012 was 9.1%. This is among the highest in the nation (only five states had higher rates in April 2012) and compares to a national unemployment rate of 8.1%[7]. Hundreds of thousands of State residents are unemployed or under-employed.

In short, the combination of the sheer size of New Jersey's population, the uneven distribution of the population, and the diversity of State's residents means that the New Jersey State Library and the more than 2,000 other libraries of various types that make up the New Jersey Library Network face a wide assortment of challenges as they attempt to offer quality library and information services.

The Library Service Environment

New Jersey's library service environment is among the most complex in the nation. The Garden State is home to more than 300 independent public library systems that operate more than 400 public library facilities. Approximately 2,000 school library/media centers serve the students in nearly 600 public school districts. Private school, academic and special libraries add several hundred more to the mix.

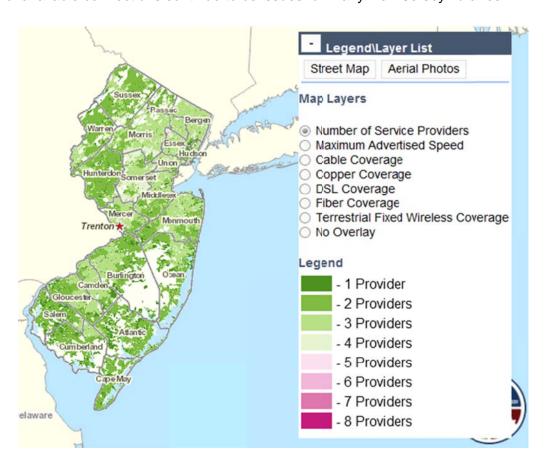[6] U.S. Census Bureau, American Community Survey (ACS) 2006 – 2008 (Released 2010).
[7] U.S. Bureau of Labor Statistics, April 2012.

Overall, funding for New Jersey's libraries has suffered greatly in recent years. The public's aversion to taxation coupled with severe pressure on local governmental budgets related to the recession and the collapse of the real-estate market have resulted in austerity budgets for many, if not most, libraries in the State.

The reduction and/or the elimination of State funding for programs such as the regional library cooperatives and the New Jersey Knowledge Initiative have added to the challenges faced by New Jersey's libraries. Library Services and Technology Act Grants to States funding to New Jersey has also fallen from a high of $4,530,049 for Federal Fiscal Year (FFY) 2009 to $4,170,801 for FFY 2011 due to program reductions and the fact that New Jersey's population growth has not kept pace with states such as Nevada, Arizona and Texas.

Broadband Access

Although broadband access is available in most regions of the State, the map below, provided by the New Jersey Office of Information Technology, shows that choices of Internet providers in many areas is very limited. In some cases, having only one provider or a limited number of providers translates into elevated costs for high-speed connections. Both cost of access and speed of available connections continue to be issues for many New Jersey libraries.

- **The needs of New Jersey's libraries vary greatly because the State's libraries serve populations that are extremely diverse.**

- **Library staff members in many libraries lack the training and language skills needed to provide services to foreign-born residents and to residents who possess limited English language skills.**

- **Almost one-half million children in New Jersey are "at risk" by virtue of being from families living below or only slightly above the poverty line.**

- **A relatively large percentage of New Jersey residents are unemployed or underemployed.**

- **Well over one-hundred and fifty thousand New Jersey residents are unable to use/have difficulty using traditional print materials due to visual impairments or other physical disabilities.**

- **Some areas of the State lack affordable access to broadband Internet service.**

- **Many of New Jersey's libraries are small and lack adequate information technology staff/support.**

Goals

Introduction to Goals and Priorities

The guidelines for the development of the 2013- 2017 LSTA Plans that were provided to state library administrative agencies by IMLS call for a prioritization of state-level goals. This is indeed a difficult task. Assessing potential benefits of statewide activities such as the provision of online databases in comparison to the impact of a literacy initiative in the life of an individual calls for making "apples to oranges" comparisons.

In an effort to be as objective as possible in prioritizing goals, the New Jersey State Library identified a basic principle that it could apply in examining its efforts. This principle has been heavily influenced by prevailing fiscal conditions. In the past, NJSL has directed its LSTA funds to both statewide initiatives and to sub-grant programs. Under a healthy funding scenario, both approaches make a great deal of sense. Statewide initiatives generally impact the largest number of individuals while the sub-grants often foster innovation and are more likely to have a profound impact on individual lives.

Unfortunately, libraries in New Jersey are not operating in an environment characterized by healthy funding levels. Consequently, the New Jersey State Library administration and the New

Jersey Library Services and Technology Act Advisory Committee have decided to concentrate on statewide initiatives that have the potential of reaching the largest number of individuals. The basic principle applied in prioritizing the goals is the utilitarian tenet of "the greatest good for the greatest number of people." The New Jersey library community affirmed this line of reasoning through its ranking of services on the web-survey conducted as part of the LSTA evaluation. Statewide licensing of databases, the statewide virtual catalog/interlibrary loan system and statewide technology support services were ranked far above programs targeting specific audiences such as the Talking Book and Braille Center (TBBC).

This is not to say that impacts on audiences targeted in the LSTA Grants to States priorities will be ignored in New Jersey's 2013 – 2017 Plan. For example, statewide licensing of online databases clearly ranks highly using the greatest good to the greatest number principle and therefore might be seen as being somewhat distant from impacts on individual users. However, if a concerted effort is made to select databases that target specific needs, measurable outcomes can be achieved. The fact that the selection of databases and online services that support language learning and homework help can result in a notable impact on at-risk and targeted populations provides a case in point.

Summary of the Goals

New Jersey's 2013 – 2017 LSTA Plan includes only three goals. However, multiple outcomes are supported under several of the goals. These outcomes are directly related to "focal areas" identified by IMLS in collaboration with state library agencies throughout the nation. The state-level goals are:

> *Goal 1*
> *All New Jersey residents will have access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.*
>
> *Goal 2*
> *All New Jersey residents will have the ability to locate and access library and information services and resources that are relevant to their lives through the provision of online tools and the provision and support of electronic networks.*
>
> *Goal 3*
> *All New Jersey residents will enjoy enhanced library and information services because library staffs have the knowledge, skills and competencies they need to efficiently and effectively offer high-quality twenty-first century library services.*

<u>*IMLS/SLAA Focal Area Framework*</u>

Over the course of the last year, IMLS has been working with state library administrative agencies (SLAAs) to develop a framework for evaluating and reporting the positive outcomes resulting from the LSTA Grants to States program. As of June 2012, six "focal areas" have been identified and "results chains" have been developed for four. The six focal areas are:

1. Lifelong Learning
2. Employment & Economic Development
3. Human Services
4. Civic Engagement
5. Information Access
6. Institutional Capacity

Although the New Jersey State Library understands that these focal areas and the associated results chains and outcomes are still under development and will undoubtedly be refined, an effort has been made to align this Plan with the focal areas in anticipation of the eventual implementation of more robust outcome-based assessment of its LSTA program.

<u>*Goal Details*</u>

Goal 1
All New Jersey residents will have access to quality information resources and library services that contribute to their success in school and at work, and that enrich their daily lives.

Outcome 1.1 – Information Access
Library users locate and access library resources that are relevant to their lives that enable them to achieve their educational, vocational and/or recreational goals.

Outcome 1.2 – Lifelong Learning
Library users locate and access library resources that are relevant to their lives that enable them to achieve their educational, occupational and/or recreational goals.

Outcome 1.3 – Employment & Economic Development
Library users gain new information and skills and apply the information and skills to increase their personal economic success.

Potential Programs and Initiatives that May Receive LSTA Support under this Goal and IMLS/SLAA Focal Areas Related to Each Initiative:

- Statewide Database Licensing – Information Access, Lifelong Learning, and Employment & Economic Development

  Statewide database licensing will generate results related to several of the IMLS/SLAA focal areas. Depending on the needs of the individual user and the specific database being used, the information provided has the potential for improving life decisions, enhancing financial well-being or improving quality of life. Careful selection of the databases and development and application of specific metrics will enable this program to address needs related to at-risk children (homework help), language learners and job-seekers.

  The impact of statewide database licensing will be assessed using a combination of traditional output measures that are already closely tracked (sessions, page-views, etc.) and new outcome measures/metrics that result from the ongoing "measuring success" initiative.

- New Jersey State Library Talking Book and Braille Center – Information Access, Lifelong Learning

  Support for the Talking Book and Braille Center will also generate results related to more than one focal area. Providing basic access to individuals who are unable to use traditional print resources is a key element of this program. However, the greatest ongoing benefit of the program is related to lifelong learning and quality of life.

  The impact of the Taking Book and Braille Center program will also be assessed using a combination of traditional input and output measures (registered borrowers, talking book circulation, number of downloads, etc.) and new outcome measures/metrics that result from the ongoing "measuring success" initiative.

- Statewide Digitization and Preservation Initiatives – Information Access

  Funding any statewide digitization initiative is likely contingent on the availability of additional LSTA funds either through an increased allotment or a reallocation of funding from existing LSTA programs. If initiatives are undertaken in this area, they would be related to the information access focal area.

  Any new initiatives launched in this area will be measured primarily using output measures such as the number of documents digitized and the number of times specific items are accessed. Additional outcome measure may be developed depending on the nature of specific efforts that may be funded.

- Statewide Literacy Support Initiatives/ Summer Reading Program Support – Lifelong Learning

  Funding any statewide literacy support initiatives with LSTA is also contingent on the availability of funding. This potential program is included because literacy is recognized as a critically important area of concern. Any literacy initiatives undertaken would fall under the lifelong learning focal area.

  This potential program has been included because it is recognized that New Jersey faces a wide variety of challenges related to literacy. The number of at-risk children, the number of foreign-born residents who lack basic English-language skills and demands for a highly literate workforce make it impossible to ignore the potential for developing a statewide literacy initiative. Assessment of such a program would be largely dependent on the exact nature of the program. However, previous efforts in this area have been successful in applying outcome-based assessment techniques and it is anticipated that previously employed outcome measures and any new metrics developed as a result of the "measuring success" initiative would be employed.

Identified State-Level Needs Addressed by Goal 1:

- The needs of New Jersey's libraries vary greatly because the State's libraries serve populations that are extremely diverse.

- Almost one-half million children in New Jersey are "at risk" by virtue of being from families living below or only slightly above the poverty line.

- A relatively large percentage of New Jersey residents are unemployed or underemployed.

- Well over one-hundred and fifty thousand New Jersey residents are unable to use/have difficulty using traditional print materials due to visual impairments or other physical disabilities.

LSTA Grants to States Priorities Addressed by Goal 1:

- expand 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 in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;

- develop public and private partnerships with other agencies and community-based organizations;

- target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;

- target 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 section 9902(2) of title 42) applicable to a family of the size involved.

Goal 2
The work of New Jersey's Libraries will be supported through the provision of electronic networks and online tools that enable the residents of the State of New Jersey to locate and to access library and information services and resources.

Outcome 2.1 – Information Access
Library users locate and access library resources that are relevant to their lives that enable them to achieve their educational, vocational and/or recreational goals.

Outcome 2.2 – Institutional Capacity
The public receives maximum value from its investment in library services through increasing the efficiency and effectiveness of library staff and other operational resources.

Outcome 2.3 – Lifelong Learning
Library users locate and access library resources that are relevant to their lives that enable them to achieve their educational, occupational and/or recreational goals.

Potential Programs and Initiatives that May Receive LSTA Support under this Goal and IMLS/SLAA Focal Areas Related to Each Initiative:

- Virtual Catalog/Interlibrary Loan System/JerseyCat – Information Access, Lifelong Learning, Institutional Capacity

  LSTA funding will be used to support ongoing efforts to provide library users with access to collections held by libraries throughout the State. Over the next five-year period, the exact form that the virtual catalog/interlibrary loan system takes may change due to technological advances such as open-source library solutions. However, the concept of connecting end-users and collections will continue.

  Although the primary thrust of this program/initiative is related to the Information Access focal area, depending on the resources sought and received by the end user, this program may have impacts that cross over most of the IMLS/SLAA focal areas. Although the Information Access focal area is primary, Lifelong Learning is a close

second and some efforts may be possible to identify lifelong learning outcomes related to interlibrary loan traffic.

The impact of the virtual catalog/interlibrary loan system will be assessed using a combination of traditional output measures that are already closely tracked (searches, interlibrary loan requests, interlibrary loan fills) and any new outcome measures/metrics that may result from the ongoing "measuring success" initiative that could be applied to measuring the utility of resources received through interlibrary loan and satisfaction with the service.

- Statewide Technology Support – Information Access, Institutional Capacity

Providing statewide technology support will also generate results related to more than one focal area. NJSL's efforts in technology support currently result in basic Internet access for hundreds of thousands of individuals who use library computers on a daily basis. This is clearly related to the Information Access focal area. However, the services provided by NJSL also address institutional capacity needs by expanding the ability of local libraries to serve its clientele.

The impact of the statewide technology support program will be assessed primarily using a combination of input and output measures that are already in place (number of libraries participating, downtime, speed of connection, Internet usage, number of consultations with libraries, etc.).

Identified State-Level Needs Addressed by Goal 2:

- The needs of New Jersey's libraries vary greatly because the State's libraries serve populations that are extremely diverse.

- Some areas of the State lack affordable access to broadband Internet service.

- Many of New Jersey's libraries are small and lack adequate information technology staff/support.

LSTA Grants to States Priorities Addressed by Goal 2:

- expand 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 in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;

- establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;

- develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.

Goal 3
All New Jersey residents will enjoy enhanced library and information services because library staffs have the knowledge, skills and competencies they need to efficiently and effectively offer high-quality twenty-first century library services.

Outcome 3.1 – Institutional Capacity
The public receives maximum value from its investment in library services through increasing the efficiency and effectiveness of library staff and other operational resources

Potential Programs and Initiatives that May Receive LSTA Support under this Goal and IMLS/SLAA Focal Areas Related to Each Initiative:

- Staff Development and Leadership Training – Institutional Capacity

   It is a very challenging time for library staff. Many libraries are operating with fewer staff than they had a few years ago at a time when libraries are being used more heavily than ever before. Challenges related to new technologies, non-English speaking populations and increased demands for assistance with information literacy and job-related skills place an extraordinary burden on staff. The inclusion of this initiative recognizes that library staff must receive ongoing training if they are going to meet the demands of library users.

   Furthermore, the graying of the library profession and the likelihood that at least some positions vacated by retirees will not be replaced underscores the importance of ongoing staff development to meet both current and emerging needs.

   The impact of staff development and leadership training initiatives will be assessed using a combination of traditional output measures (program attendance) as well as a variety of available output measures that assess the degree to which participants act on what they have learned. Excellent models are readily available that offer guidance on tracking pre-participation and post-participation knowledge.   Standard methodologies utilizing web surveys to follow-up implementation of concepts that are shared can also be employed. In addition, NJSL will monitor outcome-based metrics that are developed in the ongoing "measuring success" initiative for additional ways of assessing progress.

Identified State-Level Needs Addressed by Goal 3:

- The needs of New Jersey's libraries vary greatly because the State's libraries serve populations that are extremely diverse.

- Library staff members in many libraries lack the training and language skills needed to provide services to foreign-born residents and to residents who possess limited English language skills.

  Many of New Jersey's libraries are small and lack adequate information technology staff/support.

LSTA Grants to States Priorities Addressed by Goal 3:

- expand 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 in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;

- provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;

- develop public and private partnerships with other agencies and community-based organizations;

- target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;

- target 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 section 9902(2) of title 42) applicable to a family of the size involved.

Coordination Efforts

The New Jersey State Library is an affiliate of Thomas Edison State College and has specific statutory duties and responsibilities that are described in Title 18A, Chapter 73 of the New Jersey State Statutes. NJSL serves the executive, legislative and judicial branches of State government by providing reference assistance, extensive book, document and journal collections as well as a wide variety of databases, online journals, e-books and access to the resources of other libraries through interlibrary loan. The New Jersey State Library also serves

the public directly through its State Library Information Center and serves New Jersey residents with disabling conditions through the Talking Book and Braille Center.

In addition, NJSL supports and coordinates the work of libraries of all types in the State through the New Jersey Library Network. Through funding provided to LibraryLinkNJ, the consolidated statewide library cooperative, NJSL helps libraries of all types share resources, maximize purchasing power, realize economies of scale, collectively access high quality electronic resources, and implement new service models for 21st century service to New Jersey residents. LibraryLinkNJ also provides statewide delivery of library materials throughout New Jersey and continuing education and technical workshops for librarians and library staff statewide.

NJSL works with other departments of State government including the Department of Education and the New Jersey Office of Information Technology on specific initiatives. Finally, NJSL coordinates its efforts with professional organizations such as the New Jersey Library Association and the New Jersey Association of School Librarians.

The New Jersey State Library funds statewide programs through the New Jersey Library Association, such as the annual Summer Reading Program. In addition, the State Library often co-sponsors large continuing education events with the Library Association. A recent case in point was the "Keeping the Vision While Keeping the Lights On" sustainability event. A final cooperative venture is our annual state and federal visits to legislators to keep them informed of topics important to the library community. The State Library licenses databases for multi-type libraries throughout the state in order to recognize savings via economy of scale. The State Library also has a presence at conferences and other events not only for the New Jersey Association of School Librarians but also VALE (Virtual Academic Library Environment), the New Jersey Association of Library Assistants, both chapters of the Special Libraries Association and HSLANJ (Health Sciences Libraries of New Jersey), as well as non-library groups, such as the New Jersey Education Association and the New Jersey League of Municipalities.

Evaluation Plan

As State, LSTA and local funding for libraries has declined, the New Jersey State Library has narrowed the focus of its LSTA-funded efforts and has targeted needs deemed to be the most critical. This has resulted in a reduction in the number of programs and initiatives that are supported with LSTA Grants to States funds. While the 2008 – 2012 LSTA Plan described some activity in the area of sub-grants, only a few were funded at the beginning of the 2008 – 2012 planning cycle. During a meeting of the Library Services and Technology Act Advisory Council on May 21, 2012, the Council affirmed that the 2013 – 2017 LSTA Plan should concentrate on significant statewide projects and that it should not include a program of sub-grants.

The impact of the decisions that have been made and the actions that have been taken in regard to the narrowing of the scope of programs funded with LSTA has a direct impact on

program evaluation. In one way, it makes things easier since there are fewer programs to evaluate. However, in other ways, it makes the task of evaluating more difficult. A section of New Jersey's 2008 – 2012 LSTA evaluation stated that:

> *"New Jersey, like many other states, has discovered that it is easier to assess outcomes in regard to services that are delivered to end users. In fact, the programs for which measurable outcomes have been documented are related to sub-grants rather than to the major statewide initiatives that dominate New Jersey's LSTA funding. The New Jersey State Library has made efforts to incorporate outcome-based assessment. NJSL has worked with Rhea Rubin and with sub-grantees to establish evaluation mechanisms likely to generate outcome data. There is some evidence that this has worked in the case of sub-grants. Nevertheless, the State Library has not yet been able to meet the challenge of developing mechanisms that will allow it to track outcomes for programs such as the Jersey Clicks databases or the Statewide Technology Support program."*

The evaluation went on to say that "One possible answer to this conundrum may be found in multi-state, regional and national cooperative efforts."

The New Jersey State Library has been following the IMLS "Measuring Success" initiative with interest and Associate State Librarian Kathleen Moeller-Peiffer served on one of the working groups. In developing its goals for the 2013 – 2017 LSTA Plan, NJSL reviewed current and potential programs and has made a concerted effort to align the Plan with the focal areas identified by IMLS in collaboration with state library administrative agencies throughout the nation. NJSL also reviewed the "results chains" that are under development in an effort to determine how the emerging evaluation mechanisms can be applied to the program assessment that will take place under the 2013 – 2017 Plan.

This alignment of the Plan's goals and activities with the IMLS focal areas and the review of the emerging results chains should enable NJSL to implement many of the metrics that will be developed by IMLS and the SLAAs in the coming months.

In the past, NJSL has done an excellent job of collecting input and output data related to its LSTA programs. These efforts will continue and will make use of baseline data collected and reported in the 2008 – 2012 LSTA Plan. This input and output data, coupled with more robust metrics aimed at identifying project outcomes should result in a high-quality evaluation component.

Stakeholder Involvement

The New Jersey State Library decided to engage the services of an experienced library consultant both for the evaluation of the implementation of its FY 2008 – FY 2012 LSTA Plan

and for the development of the FY 2013 – FY 2017 LSTA Plan. In the spirit of cooperation encouraged by the LSTA program, New Jersey participated along with nine other states that belong to the Council of State Library Agencies in the Northeast (COSLINE) to select an evaluator through a formal Request for Proposals (RFP) process. Himmel & Wilson, Library Consultants was subsequently selected to conduct the ten separate evaluations.

Through its involvement with the State Library on the LSTA evaluation for both the 2003 – 2007 and 2008 – 2012 periods, Himmel & Wilson became quite familiar with New Jersey's LSTA program. Because of the degree of the consultants' familiarity with the existing program, the New Jersey State Library decided to retain the services of Himmel & Wilson to assist them with the development of their new (2013 – 2017) five-year LSTA plan.

Because the consultants and the State Library were aware that a new five-year LSTA plan would follow on the heels of the evaluation of the implementation of the existing plan, the evaluation process was intentionally designed to provide insights that would be useful in informing the development of the new plan. In other words, the planning process used to produce this plan built on the base of information collected during the evaluation phase. The evaluation and the planning processes were highly inclusive. A variety of methods were used to gain input from many different audiences. Focus groups were held in five locations in the State to gather input from the State's library community. A web-based survey was conducted that attracted responses from 223 individuals from libraries of all types throughout the State. Personal interviews were conducted with thirteen individuals in the broader library community who were identified by the State Library as having unique insights into New Jersey's LSTA program.

During the evaluation process, the consultants interacted several times with NJSL staff with oversight responsibilities for LSTA-funded services and initiatives. In addition, the consultants met with the State Librarian and the Associate State Librarian/Special Projects on multiple occasions both in-person and via email. The consultants also met with the State's Library Services and Technology Act Advisory Council three separate times during the combined evaluation and planning process.

Communication and Public Availability

The State Library will make the LSTA Five Year Plan and any subsequent revisions to the plan available to the public and the library community in electronic format via its web site. Ongoing communications will be maintained with LSTA stakeholders and the library community through information provided to the LSTA Advisory Council and on the State Library's web site.

Reports and information, as available and applicable, will be disseminated through the State Library's online newsletter (NJSL Direct), listservs and updates provided by State Library staff at various meetings of public, academic, K-12 school and special librarians and at statewide library

cooperative meetings (LLNJ, VALE, HSLANJ, NJASL and others) and meetings of the New Jersey Library Association and its various committees.

The NJSL web site contains a section devoted to LSTA that contains information regarding the program. Included on this site are links to the current LSTA five year plan, budget information, members of the LSTA Advisory Council, minutes of Council meetings, the previous five year plan and the evaluation of that plan. The URL for LSTA information on the NJSL web site is: http://www.njstatelib.org/osl/lsta.

The State Library will make any subsequent revisions to the LSTA five year plan available to the public and the library community in electronic format at the site listed above for their review and comment.

Finally, a hard copy of the plan will be distributed to the Thomas Edison State College administration, members of the LSTA Advisory Council, the Statewide Library Cooperative (LibraryLinkNJ) and to the New Jersey Library Association.

Monitoring

NJSL will monitor the implementation of the LSTA Plan at several different levels. They are:

- Management and financial monitoring of entire program
- Overall evaluation of progress toward the Plan's stated goals
- Specific monitoring of projects and services undertaken using LSTA funds

The State Library's Chief Financial Officer will exercise the financial controls necessary to appropriately monitor the expenditure of grant funds. The Associate State Librarian/Special Projects will exercise general oversight of the LSTA program.

The Library Services and Technology Act Advisory Council will regularly review the progress that is being made in carrying out the LSTA Plan. Included will be a review the annual State Program Report Summary that is prepared by the State Library and submitted to IMLS.

Certifications & Assurances

The following required certifications and assurances are attached to this Plan:

- Program Assurances for 2013 Grant Award (includes Internet Safety Assurance and compliance with the Trafficking in Persons requirement)

• Certifications Regarding: Nondiscrimination; Debarment and Suspension; Drug-Free Workplace; Federal Debt Status; and Lobbying

• Assurances of Non-Construction Programs

• State Legal Officer's Certification of Authorized Certifying Official

• Reporting Sub-awards and Executive Compensation

• Internet Safety Certification for Applicant Public Libraries, Public Elementary and Secondary School Libraries, and Consortia with Public and/or Public School Libraries