2013 – 2017 Library Services and Technology Act (LSTA) Plan

Delaware Division of Libraries

Dover, DE

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INTRODUCTION

The linkage between libraries and learning is obvious. Throughout the centuries, libraries have served as centers of learning that have supported scientific advancement, cultural enhancement and personal development. School libraries and academic libraries have concentrated on learning related to basic areas of knowledge in an effort to lay a solid foundation for the world of work or for advanced studies. Other types of libraries associated with higher education institutions ranging from technical colleges to professional schools have focused narrowly on specific disciplines or areas of study from auto mechanics to astrophysics. Special libraries have supported research in highly technical areas that have driven economic success in business and industry.

Public libraries have long been associated with "lifelong learning." The phrase has been used to encompass activities ranging from story-hour programs for pre-school children to genealogical research conducted by senior citizens. Hundreds, if not thousands, of public library mission statements and strategic plans have used the words "cradle to the grave" to describe the scope of public library lifelong learning endeavors.

Lifelong learning is also at the core of the Institute of Museum and Library Services' (IMLS) mission. The IMLS mission says that "The mission of IMLS is to inspire libraries and museums to advance innovation, *lifelong learning*, and cultural and civic engagement." In describing itself, IMLS indicates that it "helps create vibrant, energized learning communities" and goes on to say that "Our achievement as individuals and our success as a democratic society depend on learning continually, adapting to change readily, and evaluating information critically."

Public library history is punctuated with references to the pursuit of lifelong learning. In 1926 the American Library Association study *Libraries and Adult Education* firmly established the concept of the library as an agency of ongoing education for adults. Decades ago, the Cleveland Public Library "branded" itself as "the People's University." Whitney North Seymour's ***For the People: Fighting for Public Libraries*** (1979) refers to libraries as "capitals of self-education." More recently, the Bill & Melinda Gates Foundation cited its "commitment to lifelong learning**"** in describing the support it has extended to libraries.

The concept of lifelong learning is also central to the Library Services and Technology Act's (LSTA) Grants to States program. The first of the LSTA Grants to States priorities speaks to activities that "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."

Unfortunately, libraries have all too often adopted a very non-specific approach to lifelong learning. Measuring the impact of libraries on the lives of individuals is extremely difficult using a model that describes everything that libraries do as lifelong learning. Delaware's 2013 – 2017 LSTA Plan is centered on the concept of "Lifewide Learning" across all realms of life. The Plan also attempts to address traditional deficiencies in measuring the success of lifelong learning activities by framing the LSTA Plan around four specific "Learning Realms." The four Learning Realms identified by the Delaware Division of Libraries (DDL) are:

- Individual Interests and Talents
- Civic and Non-Profit Organizations (Community/Quality of Life)
- Education
- Workforce Development

The Lifelong/Lifewide Learning "map" below provides an outline of the framework and offers insight into the kinds of activities that fall into each of the realms.
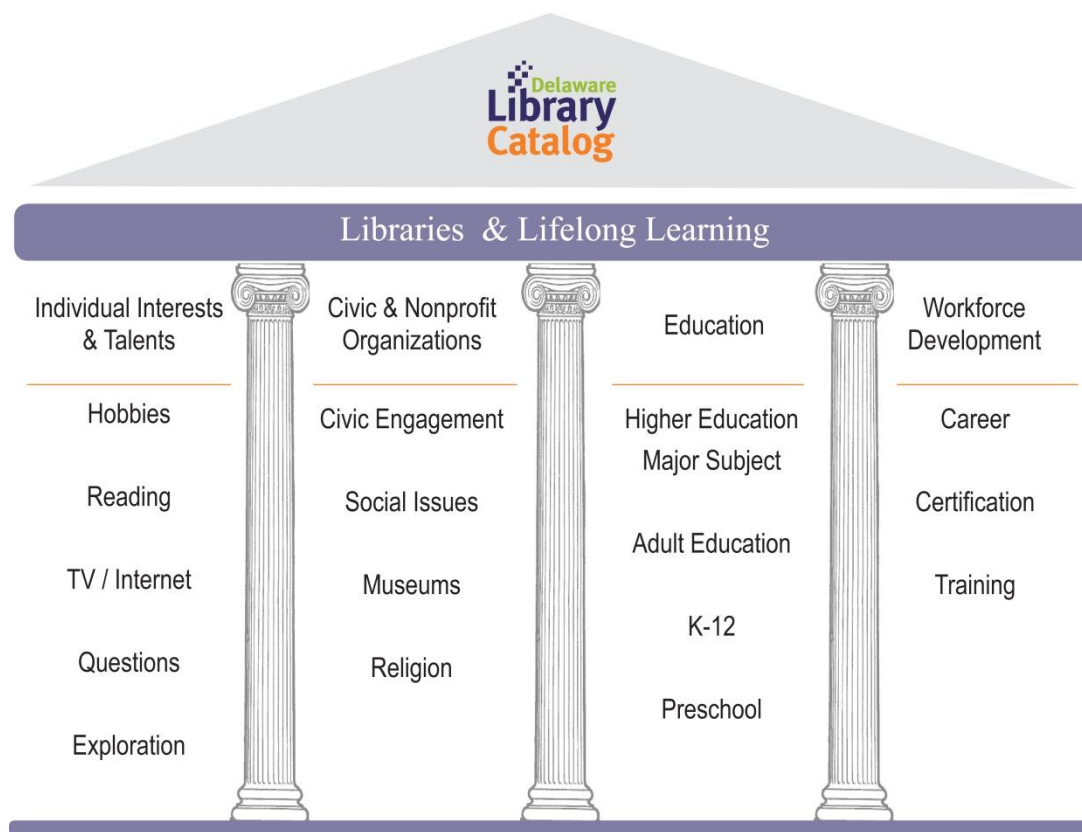
MISSION STATEMENT

The mission of the Delaware Division of Libraries (DDL) is to provide leadership and support for the timely development of Delaware's libraries, to ensure convenient access to and encourage use of current information resources and reading material by all Delawareans. The members of the Delaware library community are unified in the values of service, access and excellence, and are committed to the vision of progressive libraries and the transformational impact they have on the people who use them. Now more than ever -

- Libraries are essential in a democracy to ensure that citizens have equal access to information they need to form sound opinions and make informed decisions about their government.

- Libraries provide materials and programs to improve literacy, educational achievement, and lifelong learning.

- Libraries provide materials and programs to support individuals and communities in achieving their full potential.

The mission of DDL cannot be fulfilled with the funding available from a single source nor can it be achieved through the efforts of DDL's small, dedicated staff. Pursuing the transformational agenda captured in the DDL mission will be possible only through the marshaling of federal, state and local and private/foundation funds in partnership with the First State's libraries and a wide variety of governmental and non-profit collaborators.
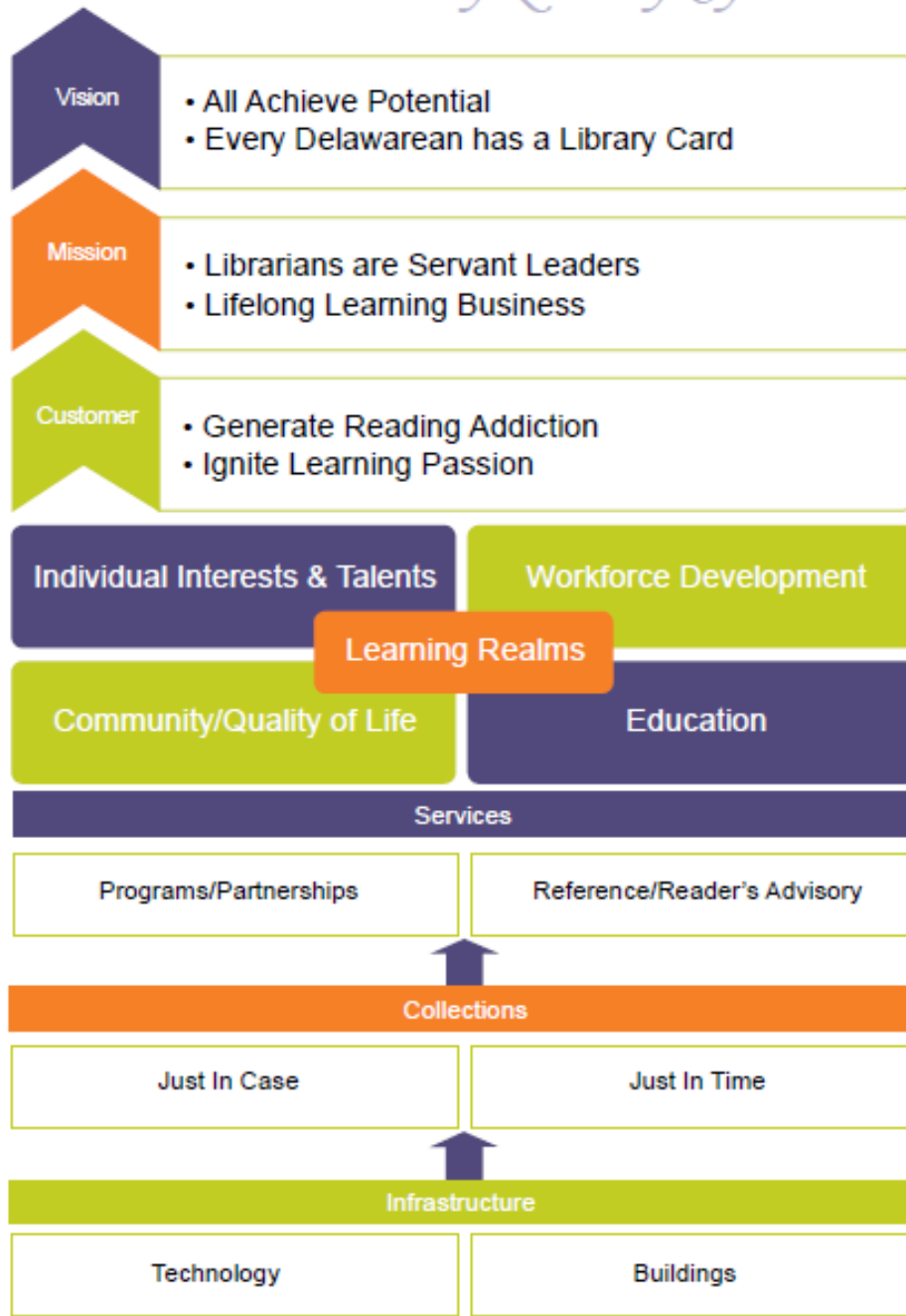
State and local funding for library services will be used in concert with LSTA funds, Broadband Technology Opportunities Program (BTOP) funds and funding from private sources such as the Bill & Melinda Gates Foundation to break down barriers to learning and to build a future-oriented culture of innovation and success.

Each of the funding sources comes with its own set of priorities and with limitations on the purposes for which funds can be expended. LSTA Grants to States funds will be used in accordance with the priorities and rules established for the program; however, it should be understood that the goals for Delaware's 2013 – 2017 LSTA Plan are part of a larger effort. The diagram on the following page places the Learning Realms that are central to the LSTA effort in the larger context.

For example, the two major elements shown under "infrastructure" are, in large part, supported with State and local funds through matching programs that supply computers and subsidize library construction costs. LSTA funds have in the past and to some extent will continue to support major technology initiatives such as the Delaware Library

Catalog (DLC). However, programs like the Delaware Library Catalog are intended to be self-sustaining (funded using non-LSTA funds) over time. Similarly, funding for collections and resources comes primarily from local and State sources. LSTA funds have been used for demonstration projects involving both print and digital resources in the past and are likely to be used this way in the future. However, again, the intent is not to support these basic components of service with federal dollars.

Delaware Library Quality Cycle

Vision
- All Achieve Potential
- Every Delawarean has a Library Card

Mission
- Librarians are Servant Leaders
- Lifelong Learning Business

Customer
- Generate Reading Addiction
- Ignite Learning Passion

Individual Interests & Talents	Workforce Development
Learning Realms	
Community/Quality of Life	Education

Services

Programs/Partnerships	Reference/Reader's Advisory

Collections

Just In Case	Just In Time

Infrastructure

| Technology	Buildings

Delaware's LSTA program is predicated on the notion that LSTA Grants to States funds are used to innovate and to enable. A good example of this from the 2008 – 2012 LSTA Plan is the modest LSTA funding directed toward the Community Resources Exchange, which has played a significant role in fostering collaboration between and among libraries, governmental agencies and non-profit organizations.

As is captured in the arrow at the top of the diagram, DDL's vision is to enable all Delawareans to achieve their potential. The focus of LSTA expenditures will be on enabling activities related to the learning realms both reactively and proactively. On the one hand, LSTA dollars will be used to eliminate barriers to library use (reactive). On the other hand, LSTA funds will be used to create greater opportunities to access relevant resources and to participate in learning communities (proactive).

NEEDS ASSESSMENT

Although Delaware's population is small compared to most other states, the First State's population has grown more rapidly than the national population. The U.S. Census Bureau's 1980 data showed that Delaware had a population of just under 600,000 (594,338). By 2010, it had grown to nearly 900,000 (897,934). Delaware's population grew by an additional 14.6% between the years 2000 and 2010. This compares to a national growth rate of only 9.7%.

Delaware Population Growth 1980 - 2010

	1980	1990	2000	2010
Population	594,338	666,168	783,600	897,934
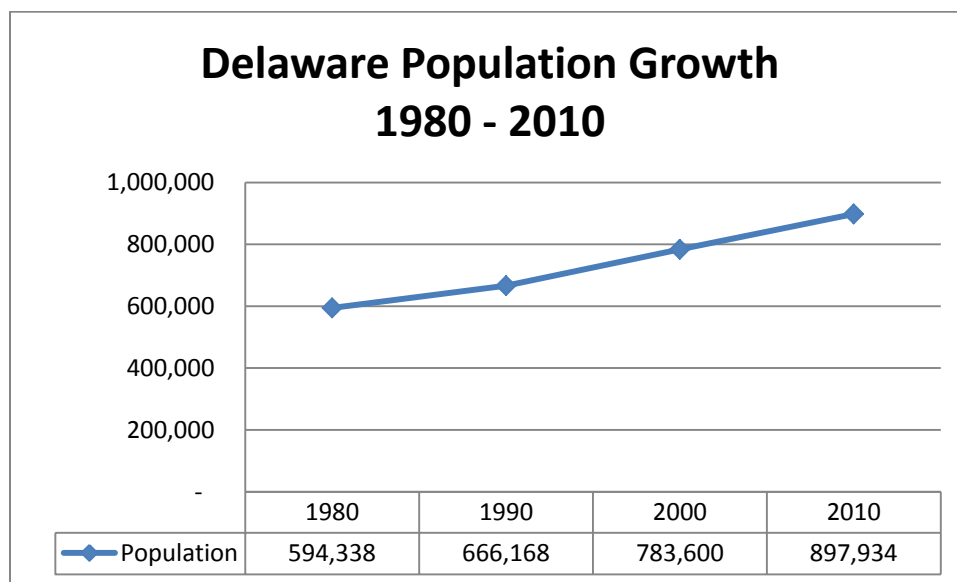
Population estimates and projections from the Nielsen Company, a provider of demographic data to the retail market, indicates that Delaware's population now exceeds 910,000 (2012 Estimate: 912,226) and that it will surpass 950,000 (2017 Projection: 952,013) by the year 2017.

This level of sustained growth obviously challenges the ability of libraries to serve an ever expanding population. Remarkably, and largely due to the State's investment in capital projects, the number of square feet of library space per capita increased between 2006 and 2010. Similarly, State investment in computer technology for libraries has resulted in an increase in the number of public access Internet computers per 1,000 population. Library holdings per capita has only declined slightly in spite of the rapid population growth and vigorous weeding efforts aimed at increasing the vitality of Delaware's public library collections.

The fact that circulation per capita grew from 8.88 items in 2006 to 10.01 items in 2010 while the population continued its relentless growth is a testament to the hard work of Delaware's small library workforce. As was noted in the 2008 – 2012 evaluation, LSTA played a part in making this possible through funding for the Delaware Library Catalog and other efforts to improve workflows (using LEAN Macro Value Stream Mapping techniques) that enabled staff to work more efficiently.

Delaware has not been growing just numerically. The population has become more diverse as well. The State's Hispanic/Latino population has grown from only 37,277 (2000 U.S. Census) in the year 2000 to nearly 80,000 in 2012 (2012 Estimate: Nielsen). Nielsen projects that the Hispanic/Latino population will reach almost 100,000 (Nielsen 2017 Projection: 97,660) by 2017. In 1990, the non-Hispanic Black/African-American population represented 19.89% (1990 U.S. Census: 148,435) of the State's total population. Nielsen estimates that the non-Hispanic Black/African American population will account for almost one-quarter (2017 Nielsen Projection: 24.36% or 208,123 people) of the total by 2017. Nielsen also indicates that the Asian population will have more than doubled between 2000 and 2017.

Delaware is home to a growing senior population as well. The combination of the aging of the existing population and the in-migration of retirees from other states is estimated to result in an increase of nearly 50% (a 48.68% increase from 101,726 to 151,243 people) in the population ages 65 and older between 2000 and 2017. Delaware's population closely mirrors national norms in regard to educational attainment with 7.1%

of the population aged 25 and older holding a Master's degree, 1.9% holding a professional school degree, 1.5% having earned a doctorate and 17.0 % having a Bachelor's degree. This compares to national norms of 7.2% of the population aged 25 and older holding a Master's degree, 1.9% holding a professional school degree, 1.2% having earned a doctorate and 17.6% having a Bachelor's degree.

The most credible literacy statistics that exist that allow for comparison of literacy rates between and among the states come from the National Assessment of Adult Literacy (NAAL). Unfortunately, the data on which this assessment is based is now almost ten years old. Given Delaware's rapid growth, statistics from 2003 are of little use. Based on a variety of elements in the 2010 U.S. Census, the Delaware Coalition for Literacy estimates that "…more than 51,000 Delaware adults are not competent to perform basic literacy tasks needed to function independently in contemporary society. Furthermore, one out of every five adults experiences at least some difficulty with tasks such as reading classified advertisements, consulting bus schedules, voting intelligently, or completing a job application. Many parents are unable to read to their children and help them with simple homework assignments. This increases the child's chances of starting school unprepared or repeating their parent's experience of being unsuccessful in school."

The 2010 American Community Survey (ACS) indicates that Delaware has a slightly larger percentage of individuals with disabilities than the national norm (12.3% vs. 11.9%). However, the greatest disparity between the Delaware and national rates is among children, which may indicate that the State does a better job than most at identifying disabilities (especially among the pre-school population). Delaware's percentage of seniors (age 65 and older) with a disabling condition is considerably lower than the national average (31.3% vs. 36.7%).

The percentage of adults aged 18 – 64 with a vision difficulty mirrors the national average at 1.7% (or approximately 9,608 Delawareans). The percentage of adults aged 18 – 64 with ambulatory difficulties is slightly higher than the national average (5.5% vs. 5.2%) or approximately 30,326 Delawareans.

The percentage of adults aged 65 and over with a vision difficulty is lower than the national average at 5.1% vs. 6.9% (approximately 6,456 Delawareans). The percentage of adults aged 65 and older with ambulatory difficulties is considerably lower than the national average (19.8% vs. 23.8%) or approximately 24,881 Delawareans.

This is likely in part due to the relatively large number of healthy retirees moving into the State.

Ongoing monitoring of input and output measures for Delaware's public libraries reveals that Delaware does a lot with relatively meager resources. Local library expenditures and staffing levels remain low even as output measures have been improving. Continuing staff development efforts such as the Library Assistant Learning Institute (LALI) and the strategic use of funding for technologies that increase efficiency will be needed to ensure ongoing progress.

Overall, Delaware has fared better than most states during the extended economic downturn. The Delaware Department of Labor (DOL) indicates that the State's "Seasonally Adjusted Unemployment Rate" (for March 2012) fell below 7% (to 6.9%) for the first time in several years. However, progress on the unemployment front is elusive in some areas of the State. For example, DOL reports that the Wilmington (City) Unemployment Rate (not seasonally adjusted) still exceeds 10 % (10.6%).

Delaware's libraries are essential partners in addressing this issue with library-based job centers funded through the First State's successful effort to secure a Broadband Technology Opportunities Program grant.

In short, Delaware's libraries continue to face several significant challenges. These challenges include:

- serving a growing population,
- serving a more diverse population,
- serving individuals lacking basic literacy skills,
- serving individuals with disabling conditions,
- serving a rapidly growing senior population,
- serving the needs of the under-employed/unemployed, and
- meeting challenges related to meager local support for libraries.

GOALS

Introduction to the Goals

Delaware's 2013 – 2017 LSTA Plan includes two goals. They are:

Goal 1 – Delawareans of all ages, including individuals with disabilities that prevent them from using traditional print resources, will have access to library resources and services that enable them to pursue their individual interests, to become engaged in community life, to achieve their personal educational goals and to succeed in the world of work.

Goal 2 – Delaware libraries will be empowered to become centers of learning communities through efforts that increase their capacity to serve the public, efforts to increase efficiency and efforts to equip library workers with the knowledge and skills they need to become effective facilitators of lifelong/lifewide learning.

The first and highest priority goal is directly tied to the four "Learning Realms" identified on page two. You will recall that the four Learning Realms are:

- Individual Interests and Talents
- Civic and Non-Profit Organizations (Community/Quality of Life)
- Education
- Workforce Development

These learning realms were developed several years ago; however, a high degree of similarity exists between Delaware's learning realms and the "focal areas" recently identified by IMLS in their work with state library administrative agencies. Although the Delaware model brings a number of concepts under the lifelong learning umbrella, the individual interests and talents realm and the education realm map nicely to IMLS' lifelong learning focal area. The civic and non-profit organizations learning realm bears a great deal of similarity to IMLS's "civic engagement" focal area. The workforce development learning realm ties nicely to the "employment and economic development" focal area as outlined by IMLS. In short, while they are organized in a slightly different way, the Delaware learning realms are highly compatible with the IMLS focal areas.

Delaware's second goal is about helping libraries develop their capabilities to serve as centers of learning communities and about providing Delaware's library workforce with

the skills, knowledge and understanding library workers need to serve as effective facilitators of lifewide learning. This goal is highly compatible with IMLS' "capacity building" focal area. However, Delaware's goal concentrates on building the capacity of libraries to become leaders in providing lifelong/lifewide learning opportunities.

The LSTA General Purposes and each of seven of the updated LSTA Grants to States Priorities are addressed in the 2013 – 2017 Plan. Please note that although there are eight priorities, the last is essentially an "enabling clause" to permit programs and initiatives that are consistent with the LSTA purposes that aren't specifically covered in the first seven priorities. The new Grants to States Priorities are:

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;

2) establish or enhance electronic and other linkages and improve coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b)(6), for the purpose of improving the quality of and access to library and information services;

3) (a) 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, and (b) enhance efforts to recruit future professionals to the field of library and information services;

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

5) target 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;

6) 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 42 U.S.C. § 9902(2)) applicable to a family of the size involved;

7) develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks; and,

8) carry out other activities consistent with the purposes set forth in 20 U.S.C. § 9121, as described in the SLAA's plan. 20 U.S.C. § 9141(a)(1-8).

Although all seven of the updated LSTA Grants to State Priorities are addressed by the Plan's two goals, Priority 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) is central to the thrust of the Plan.

The Goals

Rationale for prioritization of the Goals

The guidelines provided by IMLS for the development of the 2013 – 2017 Plans indicate that goals must be prioritized and the criteria for prioritization should be explained as required by 20 U.S.C. § 9134(b)(1). The goals in Delaware's 2013 – 2017 LSTA Plan have been prioritized by applying two guiding principles. They are:

- Services that *directly* impact the largest number of end-users are given the *highest* priority; and

- Services that *indirectly* impact end-users (by improving libraries or developing staff knowledge and skills) are given a *lower* priority.

Therefore, Goal 1 (Learning Realms) is given the highest priority because it has the potential for impacting a large number of Delawareans directly. Goal 2 (Empowering Libraries) is prioritized second because the activities included under the goal benefit end-users indirectly by strengthening and empowering (building capacity) libraries.

Narratives for each Goal and potential activities that will be undertaken with LSTA support under each Goal follow in the "PROGRAMS (Activities)" section.

Goal 1 – **Delawareans of all ages, including individuals with disabilities that prevent them from using traditional print resources, will have access to library resources and services that enable them to pursue their individual interests, to become engaged in community life, to achieve their personal educational goals and to succeed in the world of work.**

Identified Needs Addressed

- serving a growing population,
- serving a more diverse population,
- serving individuals lacking basic literacy skills,
- serving individuals with disabling conditions,
- serving a rapidly growing senior population, and
- serving the needs of the under-employed/unemployed.

LSTA Grants to States Priorities Addressed

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;

2) establish or enhance electronic and other linkages and improve coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b)(6), for the purpose of improving the quality of and access to library and information services;

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

5) target 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) 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 42 U.S.C. § 9902(2)) applicable to a family of the size involved.

Goal 2 – **Delaware libraries will be empowered to become centers of learning communities through efforts that increase their capacity to serve the public, efforts to increase efficiency and efforts to equip library workers with the knowledge and skills they need to become effective facilitators of lifelong/lifewide learning.**

Identified Needs Addressed

- serving a growing population,
- serving a more diverse population,
- serving individuals lacking basic literacy skills,
- serving individuals with disabling conditions,
- serving a rapidly growing senior population,
- serving the needs of the under-employed/unemployed, and
- meeting challenges related to meager local support for libraries.

LSTA Grants to State Priorities Addressed

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;

2) establish or enhance electronic and other linkages and improve coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b)(6), for the purpose of improving the quality of and access to library and information services;

3) (a) 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, and (b) enhance efforts to recruit future professionals to the field of library and information services;

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

5) target 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;

6) 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 42 U.S.C. § 9902(2)) applicable to a family of the size involved; and

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

PROGRAMS (Activities)

Examples of programs and activities that may receive support with LSTA funds are described under the appropriate goals. Other programs and initiatives that are consistent with the LSTA General Purposes, LSTA Grants to States Priorities and this Plan may emerge in the course of the implementation of the 2013 – 2017 LSTA Plan and consideration will be given to the allocation of LSTA funds to support these efforts.

Goal 1 – Delawareans of all ages, including individuals with disabilities that prevent them from using traditional print resources, will have access to library resources and services that enable them to pursue their individual interests, to become engaged in community life, to achieve their personal educational goals and to succeed in the world of work.

Goal 1 encompasses all four of the "Learning Realms" that were presented in the introduction to the Plan. You will recall that these realms range from informal, free choice learning to very specific lifelong/lifewide learning pursuits such as workforce development. While efforts undertaken under Goal 1 address LSTA Grants to States Priority 1 (lifelong learning) most directly, Delaware's activities under this Goal will also address Priority 4 (partnerships) and Priorities 5 and 6 (targeting populations with specific needs and/or populations that have difficulties using traditional library resources and services). The increasing importance of the role of downloadable resources to general library users as well as users of the Delaware Access Services program means that Priority 2 (establish or enhance electronic and other linkages) must also be addressed.

Specific programs/initiatives are designed to facilitate the pursuit of learning by a wide variety of individuals ranging from pre-school children to individuals seeking employment and from individuals with disabilities to those who are passionate about (geek!) a hobby.

Goal 1 also encompasses Delaware's effort to ensure that individuals who are unable to read standard print resources have access to a wide variety of content. Delaware's National Library Service (NLS) Library for the Blind and Physically Handicapped (LBPH) affiliate is known as Delaware Library Access Services (DLAS).

Examples of Programs Under Goal 1

User-Centered Programs such as Learning Journeys

DDL's "Learning Journeys" program provided the action research base for an effort called "Recent Reads" and for other user-centered programs. Learning Journeys explored the phenomenon of self-directed lifelong learning in public library users in order to increase the relevancy of lifelong learning efforts undertaken by Delaware libraries.

Projects related to this effort provide opportunities to engage with the patrons in understanding how they experience core collections and library services in order to improve resources. The projects also enable us to capture the outcomes of library use on participants and collect and develop tools, tips and techniques. The programs preserve the magic of discovery and allow us to follow the lead of the patrons.

LSTA funds will be used to support a variety of user-centered program activities including support for book discussion groups and the use of social media to share reading experiences.
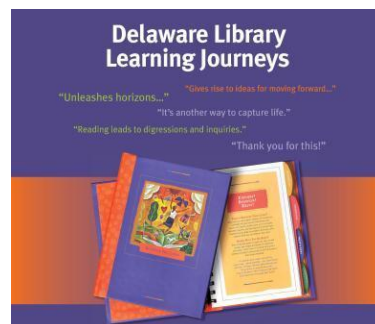
Summer Library Reading Program

The purpose of this program is to encourage reading at an early age when most children are learning and practicing their reading skills. The goal is to target mainly young learners, but adults as well, on how to use their public libraries and become lifelong learners. The Summer Library Reading

Program (SLRP) also encourages the use of library collections and other resources.

LSTA funds will be used to support program events (storytellers, performers, etc.) and for materials related to participation in the Collaborative Summer Library Program (CSLP).

Job Center @ Delaware Libraries

The Job Center @ Delaware Libraries program is an effort that receives its primary funding through the U.S. Commerce Department's National Telecommunications and Information Administration's (NTIA) Broadband Technology Opportunities Program (BTOP) grant received by the State of Delaware. While BTOP funding is allowing all of Delaware's public libraries to enhance workforce development activities, Job/Learning Labs focused specifically on the needs of the unemployed, with specialized training for resume building, job search, and interview skills are located in four Delaware Public Libraries (Wilmington, Dover, Seaford and Georgetown).

LSTA funds may be used to supplement efforts undertaken with BTOP funds and may also be used to transition the program to state or local support when the BTOP grant ends.

Homework Help and Resources

DDL may use LSTA funds to provide support for homework help services and resources in support of the education support aspect of the four "Learning Realms."

Electronic Resources (e.g., e-books)

The response to the introduction of e-books and e-audio books has been overwhelming. DDL is working with individual libraries and with Library Friends organizations to secure funding for expansion of the program. LSTA funds may be used to supplement State and local support for a period of time to ensure that the public comes to perceive libraries as a dependable source of e-content.

Community Resource Exchange

Established in 2008, the Delaware Library Community Resources Exchange (CRE) is an initiative to strengthen efforts to serve Delawareans by coordinating information exchange through public libraries. DE libraries developed partnerships with over 152 non-profits and agencies to support people in need. The Community Resources Exchange is our method for addressing the Community/Quality of Life learning realm, to operationalize library partnerships with community agencies and organizations. Through the Exchange, connections are made among service-related organizations across the state, with the goal of maximizing synergies, and partnering with libraries to strengthen outreach in five critical areas. 1) Basic Needs includes Housing, Food, Utilities, Clothing, Transportation, and Financial Literacy. 2) Children and Families includes Early Literacy, Family Counseling, Parent Training, and Stress Management. 3) Employability includes Adult Education, Literacy, Immigration, Naturalization, and Job Placement. 4) Health includes Wellness, Mental Health, Disability, and Aging. Finally, 5) Miscellaneous includes Recreation, Senior Services, Volunteerism, and Legal Aid.

The CRE is an integral part of Delaware's BTOP efforts and may continue to receive supplemental support through LSTA.

Delaware Center for the Book

The Delaware Division of Libraries has occasionally used LSTA funds to support programs and initiatives undertaken by the Delaware Center for the Book. Efforts supported in the past have included the Delaware Book Festival.

Delaware Library Access Services (DLAS)

Delaware's 2008 – 2012 LSTA Evaluation included the following comment regarding the DLAS program:

> *"This program may deserve greater attention. Library services to the blind and physically handicapped have experienced a sea-change over the past three years with the advent of the digital talking book and the BARD program. Expending some LSTA dollars to examine what this program will look like in the future as more and more individuals make use of BARD is sensible. The State Librarian has already indicated her hope that NLS can help*

DDL in 'integrating library services for people with disabilities with our public libraries.' She has expressed a concern about 'perpetuating a service that is separate but equal.' The question of how best to serve populations with special needs deserves further study and LSTA may play a role in clarifying the issues and possible solutions."

LSTA will be used to support DLAS activities and to explore ways in which services to individuals with disabilities can become "mainstreamed." LSTA funds may also be used to extend services to individuals who have limited ability or are "homebound."

Goal 2 – Delaware libraries will be empowered to become centers of learning communities through efforts that increase their capacity to serve the public, efforts to increase efficiency and efforts to equip library workers with the knowledge and skills they need to become effective facilitators of lifewide learning.

Goal 2 is about strengthening and empowering libraries (building capacity) to enhance their effectiveness as the centers of learning communities. LSTA funds will be used to back specific initiatives that support greater efficiency in performing important library functions (e.g., Delaware Library Catalog, Ask a Librarian Delaware, Interlibrary Loan), to support staff development (Library Assistant Learning Institute) and to support a variety of other Library Development activities including those designed to increase the efficiency of Delaware's libraries (e.g., LEAN Macro Value-Stream Mapping) and those intended to assist local libraries through consultative assistance.

Examples of Programs Under Goal 2

Delaware Library Catalog and Library Web-Presence Enhancements

The Delaware Library Catalog was recognized as an unqualified success in Delaware's 2008 – 2012 LSTA Plan. Working together, the First State's libraries were able to accomplish what only a few years ago seemed next to impossible (a single online catalog for all public libraries and some academic and school libraries in the State). While implementation of the statewide catalog has been successful, participants are eager to see the catalog improved and enhanced. LSTA will play a role in these improvements and enhancements.

In addition, the 2008 – 2012 LSTA Evaluation identified the fact that many Delaware public libraries have rudimentary websites. LSTA dollars may be used to support an effort designed to increase/improve the information content available through library websites.

Ask a Librarian Delaware

One of the results of the meager local funding received by many Delaware libraries manifests itself in terms of staffing. Spartan staffing levels, in turn, translate into relatively poor performance in the area of reference services. While Delaware made great strides in many basic performance measures in the 2008 – 2012 period covered by the last LSTA Plan, the State's performance remained poor in the area of reference services.

Many efforts are underway that address this issue. Specific topics are being addressed through programs such as the Job Centers. Another element in improving the access of Delawareans to quality reference services is "Ask a Librarian Delaware;" the First State's "virtual reference" initiative.

After some initial disappointing results, the Ask a Librarian program has been restructured and re-branded. LSTA funds may be used to ensure the program's success.

Interlibrary Loan Support (University of Delaware)

LSTA funds are used to pay for a contract with the University of Delaware to provide resources not found in the Delaware Library Catalog. This contract ensures that Delawareans have access to information and resources that are often beyond the scope of public library collections.

Leadership Development and the Library Associates Learning Institute

For many years, Delaware was part of the multi-state Library Associates Training Institute (LATI) program. Over the last year, Delaware has been transitioning to a new staff development program entitled the Library Assistant Learning Institute (LALI). The new program is based on the premise that library workers need to become "servant leaders" in the lifelong learning business.

The program's curriculum adopts components of the IMLS-funded Library Support Staff Certification Project (LSSCP) managed by the ALA/Western Council, the IMLS 21st century skills framework and DDL's Learning Realms concepts in a way that engages library staff holistically. LSTA funding for LALI will be used primarily for program materials and for trainers.

Delaware will also direct LSTA funding to staff development efforts designed to prepare a next generation of library leaders and to ensure that library staff possess the knowledge and skills they need to deliver 21st century library services.

Statewide Library Development

A variety of activities are encompassed under the Statewide Library development category. One major effort involves library process improvement using LEAN Macro Value Stream Mapping (VSM). In the past, committees comprised of library staff from throughout the State have worked with professional facilitators from the Delaware Manufacturing Extension Partnership (DEMEP), a leading DE authority in LEAN management, to identify areas for process improvement. These efforts, some facilitated and some undertaken by DDL and the library community using LEAN Macro VSM concepts learned from earlier efforts will continue under the 2013 – 2017 Plan.

LSTA funds will also be used to support staff coordinating other LSTA effort such as the Delaware Library Catalog, Ask a Librarian Delaware and other staff development and consulting activities.

COORDINATION EFFORTS

The Delaware Division of Libraries is a Division of the Delaware Department of State (DOS). All DDL activities are coordinated with DOS. Most of this coordination takes place between Delaware Division of Libraries Director and State Librarian Anne E.C. Norman and Chief Deputy Secretary of State Richard J. Geisenberger.

EVALUATION PLAN

Delaware's 2008 – 2012 LSTA Plan envisioned the concept of using a "data-dashboard" to track and report performance. While staff shortages precluded the full implementation of the dashboard, some strides were made in measuring performance both in terms of outputs and outcomes. Delaware has been able to move toward outcome measures in relation to public programming and staff development. Furthermore, the application of the LEAN Macro VSM methodology has resulted in the development of a series of metrics that can be used as baseline measures to be applied to progress in process improvement areas.

DDL has also followed IMLS' work on "Results Chains" and is particularly interested in developing a mechanism to adapt this approach in the areas of Lifelong Learning and Employment and Small Business Development. Delaware has also been a participant in the "Assessment of Strategic Direction for State Library Agencies" project funded by the Bill & Melinda Gates Foundation. Work conducted by the Parthenon Group has identified a number of areas of shared interest among the 13 participating states that could lead to the development of shared evaluation efforts.

This Plan also outlines how its goals and the activities programs anticipated under those goals are linked to the focal areas identified by IMLS. DDL will continue to work with IMLS as recommended metrics are developed through the ongoing efforts of IMLS and the SLAAs.

Finally, Delaware has been tracking its progress on a series of standard output measures in relation to other states for the last decade. Whereas Delaware ranked in the bottom decile in most per capita measures, it has achieved noticeable progress on many of the measures in spite of rapid population growth. While these measures are general and, in most cases, do not provide a mechanism for tracking success in regard to specific goals in the LSTA Plan, these efforts will continue as will efforts to return to the "data-dashboard" concept.

STAKEHOLDER INVOLVEMENT

Delaware enjoys a great advantage over most States in terms of its ability to engage stakeholders by virtue of its small physical size and relatively small population. Periodically scheduled Library Town Meetings (LTM) provide regular opportunities for interaction with a majority of the public library stakeholders (both staff and library trustees) as well as with some representatives of academic and school libraries. Discussion of the 2008 – 2012 LSTA Evaluation and the 2013 – 2017 LSTA Plan were major agenda items at Library Town meetings in June 2011 and December 2011.

Stakeholders were also engaged through the Delaware Council on Libraries (COL), which includes representatives of libraries as well as citizens and local officials. The 2013 – 2017 LSTA Plan was on the COL agenda for discussion and review in February 2012 and in May 2012.

COMMUNICATION AND PUBLIC AVAILABILTY

The Library Town Meetings and Council on Libraries have been and will remain key elements in Delaware's efforts to communicate information about its LSTA program with stakeholders. For example, a handout distributed at the June 2011 Town Hall Meeting presented a description of each of the LSTA-funded initiatives undertaken using FFY 2008 – FFY 2012 funds and provided statistics reflecting progress to date. A section outlining "next steps" for each initiative was also presented.

A summary of the 2013 – 2017 LSTA Plan will be presented at a future LTM session and regular updates on progress similar to the one described above will keep the library community "in the loop" regarding progress toward the Plan's goals. Print copies of the full Plan will be available upon request and the Plan will be available online through the DDL website. (http://libraries.delaware.gov/) All members of the Delaware Council of Libraries will also receive print copies of the 2013 - 2017 Plan. COL members will also

receive periodic updates on LSTA-funded activities at their regularly scheduled meetings.

The availability of the Plan will also be communicated to other departments of the State of Delaware through regular communications channels. Organizations with existing partnerships with DDL will receive print copies of the Plan and the availability of the Plan online will be promoted to the organizations included in the Delaware Libraries Community Resources Exchange (CRE).

MONITORING

Delaware's ability to fully implement its ambitious plans for evaluating progress under the 2008 – 2012 LSTA Plan was seriously hampered by staffing cuts sustained by the agency. However, evaluation efforts were not abandoned. In many cases, different, less labor-intensive methods were used to collect output (and to a lesser degree outcome) data. DDL has continued to seek additional staffing in the person of a Management Analyst III position to carry out a robust, coordinated evaluation effort.

DDL is committed to monitoring the impact of its efforts using the best techniques possible. Limited staffing means that many monitoring activities will be distributed among staff with responsibility for specific programs and initiatives rather than in a centralized fashion. Nevertheless, DDL has embraced a number of robust tools for the measurement of both outputs and outcomes. For example, Kirkpatrick's four-level training evaluation methodology that looks at 1) reaction, 2) learning, 3) behavior and 4) results will be applied to staff development efforts.

LEAN Macro Value Stream Mapping has been used successfully to identify areas that will benefit from process improvement. This process also resulted in the identification of a number of metrics and baseline measures that can be used to track success related to process improvement.

In short, most monitoring will occur at the program level and will apply specific methodologies and metrics that relate to that effort. If staffing levels allow, a higher level of coordination resulting in an interactive "dashboard" approach to monitoring will be implemented.

CERTIFICATIONS & ASSURANCES

The following certifications and assurances follow the listing of certifications and assurances.:

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

- Certifications Regarding: Nondiscrimination; Debarment and Suspension Assurances; 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