Library Services and Technology Act
Five-Year Plan
2003-2007

A Focused Program for the
Improvement of Library Services for the People of Pennsylvania
Through Federal LSTA Funds

Gary D. Wolfe, State Librarian
Office of Commonwealth Libraries
Pennsylvania Department of Education
Commonwealth of Pennsylvania

THE OFFICE OF COMMONWEALTH LIBRARIES
LSTA STATE PLAN 2003-2007

FOREWARD
The Library Services and Technology Act (LSTA) provides the Office of Commonwealth Libraries with a unique opportunity to meet the needs of Pennsylvania residents. Through its direction, areas of priority and funding support, LSTA provides the resources for the Office of Commonwealth Libraries to pursue new ways to identify and respond to specific needs of special audiences within the state as well as all Pennsylvania residents' need for information and enrichment.

The development of this five-year plan was the culmination of the extensive evaluation of the previous five-year plan and the assessment of the needs and desires of Commonwealth Libraries' diverse constituents and audiences. The methods and the results of needs assessment activities are woven throughout the body of this plan in support of all targeted programs.

The Act, and its identified purposes, were critical to the development of the overall goals for this five-year cycle. Given the upcoming reauthorization of LSTA, Commonwealth Libraries considered both the current and proposed language for LSTA purposes. The goals herein support LSTA purposes, with the relationship to the proposed revisions identified under each goal.

The development of a LSTA five-year plan is more than an exercise in requesting funding to meet Pennsylvania's library needs. It is a planning process: one that is important to and involves our diverse audiences. To that end, this plan is a living document, which will be used to continually guide the work in achieving Commonwealth Libraries' stated goals. Specifically, this plan will be used to guide the development of the annual sub-grant application package. It will also be the focal document for the evaluation of the LSTA program's progress and impact on the target audiences. Finally, the LSTA five-year plan will assist libraries in understanding the use and purpose of LSTA funds.

BACKGROUND--OFFICE OF COMMONWEALTH LIBRARIES
The Office of Commonwealth Libraries, within the Pennsylvania Department of Education, operates a major research library and leads the development of the state's public, school, academic and special libraries to meet the information, education and enrichment needs of its residents. It is charged with providing libraries with direct services and indirect support.

Through the Bureau of State Library, the Office delivers library services to lawmakers and the public, and, through its Bureau of Library Development, the Office provides leadership in improving and coordinating library services and systems statewide.

The Bureau of Library Development coordinates and provides state aid for public libraries, district library centers and statewide resource center libraries; and offers consulting services and sponsors continuing education for public, academic and special library communities and for libraries within state-supported institutions. The Bureau also serves libraries in public and private schools. It operates the Resource Center within the Department of Education, which provides information on education programs and practices for basic education, career and technical education and adult basic and literacy education.

More than 7,000 libraries serve the people of Pennsylvania. Pennsylvania's LSTA program reaches many of these libraries and their constituencies through direct sub grants and statewide projects. The types of libraries are represented as follows: State aided public libraries – 467 (plus branches and other outlets), academic libraries – 219, special libraries – 627 and school libraries – 6,464 library facilities in public school districts and private schools. Regional library consortia, both single type and multi-type, serve libraries in all regions of the Commonwealth.

MISSION

The mission of the Office of Commonwealth Libraries is to strengthen and improve all types of libraries; to meet the information, education and enrichment needs of Pennsylvania residents; and to operate a major research library. It accomplishes these activities by encouraging cooperation, supporting accessible library resources and advocating for libraries.

PLAN OVERVIEW

The Office of Commonwealth Libraries' LSTA goals and supporting programs that are covered in this five-year plan support the purpose and intent of the Library Services and Technology Act. These goals and programs are the direct result of identifying and analyzing the needs of Commonwealth Libraries' many constituent groups.

In addition to the specific programs identified in this plan, The Office of Commonwealth Libraries is committed to, regardless of goal area, the development of external partnerships and the funding of innovative, time-critical programs. As is true in any business cycle, unforeseen needs and unanticipated ideas present themselves. It is often true that these needs and ideas prove to be very meaningful to target audiences. Therefore, a priority is the development of these ideas and the meeting of these needs as they are presented and tested for appropriateness to the plan and constituents' needs.

Each program identified in this plan has targeted activities and services. These lists are not exhaustive regarding the possible approaches to meeting the needs of each audience identified for programs that address the stated goal. Commonwealth Libraries is committed to ensuring approaches that are responsive to the changing environment of Pennsylvania libraries.

NEEDS ASSESSMENT

The United States Census Bureau reports that Pennsylvania's 2000 population was 12.2 million, the sixth largest state population in the United States, with a growth rate of 3.4% since 1990. Analysis of the data reveals a diverse population with challenging diverse library needs. Pennsylvania has a poverty rate of 10.6%. Poverty is found in both rural and urban areas, and among all age and ethnic groups. While almost a quarter of Pennsylvania's population is under the age of 18, more than 15 % is over the age of 65. Demographically, Pennsylvania is a predominantly rural state, with large urban areas in Philadelphia, Pittsburgh, Allentown and Erie, and significant urban clusters around those and other cities. Each brings its own set of needs for targeted services, outreach, and educational support. Pennsylvania continues to become a more diverse state ethnically, with census data indicating increases in black, Hispanic, and Asian groups. Libraries are seeking ways to better serve these populations.

Librarians recognize the socioeconomic needs of their communities and provided valuable assistance in guiding the direction of this plan. They participated in Pennsylvania's previous Five-Year Plan evaluation. That evaluation also sought information about future needs through focus groups, surveys, interviews, site visits and meetings. The Office of Commonwealth Libraries gathered additional data through a Governor's Advisory Council forum for school librarians, through a meeting with District Library Center Administrators, Consultant Librarians

and System Administrators, and through the use of web based surveys. Census and other demographic information of the state's population was reviewed. Pennsylvania specific research also informed the process.

From these activities and recommendations, the Office of Commonwealth Libraries has crafted an LSTA five-year plan that focuses resources and efforts on areas of greatest need and potential impact for technology. The plan works to achieve a balance between the application of cutting edge technologies and programs, and proven approaches to serving users. It seeks to ensure that all users can use information from libraries and other sources. It also seeks to provide responsive services to the electorate of Pennsylvania, those who have difficulty using a library, and other diverse populations to meet their information, education and enrichment needs. The following goals and programs provide a balanced combination of resources, tools and services to increase access to users, overcome access limitations, and empower libraries and staff to use human, technological and organizational resources to strengthen and improve libraries.

GOAL #1: Pennsylvanians of all ages have increased access to information, services for learning and educational resources in a variety of formats, from all types of libraries.

PROGRAMS:

- Information Literacy
- Preserving Access to Resources in Traditional and Online Environments

GOAL #2: Library services will provide all users access to information via electronic networks and provide electronic and other linkages among and between all types of libraries.

PROGRAMS:

- Building Library Technological Capacity
- Library Cooperation and Collaboration

GOAL #3: All Pennsylvanians, regardless of geographic, cultural, socioeconomic background, disability or limited functional literacy or information skills will have equal opportunity and equitable access to library information and collections.

PROGRAMS:

- Literacy
- Services to Specific Groups

GOAL #4: State-level leadership and services will strengthen and improve library services.

PROGRAMS:

- Library Development
- State Library of Pennsylvania
- LSTA Program Administration

LSTA Goal 1

Pennsylvanians of all ages have increased access to information, services for learning and educational resources in a variety of formats, from all types of libraries.

Relationship to LSTA purpose:

- Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries for individuals of all ages; and
- Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.

LSTA Program: INFORMATION LITERACY

Statement of Need:

The Final Report of the American Library Association (ALA) Presidential Committee on Information Literacy, defines being information literate as the ability "to recognize when information is needed and hav(ing) the ability to locate, evaluate and use effectively the needed information".

Information literacy skills are the key to survival in today's information based economy. For adults, achieving and maintaining one's desired quality of life becomes increasingly difficult if one is unable to identify cultural, educational or workplace opportunities or obtain the best information to make decisions. The SCANS report and Hancock's ERIC Digest article state that information literacy skills are critical for tomorrow's workers. Hancock reports that the workplace requires a new kind of worker, one who is able to gather, synthesize, interpret and evaluate information. For children, academic success is becoming increasingly dependent on the ability to find, evaluate and use information obtained in a wide variety of formats and from a variety of sources. Information literacy is also an important part of national and state educational standards.

Librarians, in focus groups conducted in 2001, reported that students sometimes bypass databases in favor of more general web searches on the Internet (Berger, 2002). Focus groups also reported that graduating teachers are often ill prepared to teach the information literacy skills their students need. They identified the need for librarians to attain proficiency in teaching information literacy skills to students. Librarians and teachers must, then, have the skills to teach information literacy skills to users so that they can find relevant, accurate and timely information needed in an unmediated environment that is characterized by a wide variety of information forms, interfaces and sources.

LSTA focus groups identified the need for librarians to work closely with teachers to provide support and collaborative instruction in teaching information literacy skills. Librarians are important partners in making sure current, accurate and timely information and source materials are part of the curriculum. The roles and work of academic libraries, also, are evolving in response to user needs for information literacy in the face of unmediated, remote access to information by faculty and students.

The literature on academic achievement and library staffing shows a positive, significant and persistent relationship between the presence of a professional librarian in schools and student achievement. Becker (1970) found that students exhibited superior gains in Iowa testing of

basic information skills with the presence of a centralized library and professional librarian. Hale (1969) found that SAT scores improved among students who received library service from a professional. Lance, Rodney and Hamilton-Pennell (2000) found that PSSA (Pennsylvania System of School Assessment) scores increased as school librarians spent more time teaching cooperatively with teachers, providing in-service training to teachers and teaching information literacy.

Program purpose statement:

What	Encourage greater information literacy by providing training in information literacy skills; using state of the art technology and supporting teacher/librarian collaboration.
For Whom	K-16 students; adults; senior citizens; library users; teachers; school, public and academic library professionals. Individuals with limited information skills
Outcome/Benefit	Increased knowledge by teachers of how the school library can enhance their instructional efforts Increased collaborative efforts between school library media specialists and teachers Increased ability of librarians to teach information literacy skills Increased information literacy skills

Activities:

Manage and administer sub-grants process:
- Create application package
- Disseminate application package
- Review proposals
- Award grants
- Monitor projects
- Review sub-grantee reports

Establish planning committees, as needed
Develop and promote workshops
Design and develop training materials
Contract with trainers, as needed
Produce publications, as needed
Disseminate results

Examples of Services that may be funded:

Computer labs, including wireless laptop labs used by librarians and teachers in collaborative settings
Training, including train-the-trainer workshops
Training materials/curricula

Key Output Targets:

# of computer labs installed
# of wireless laptop labs in use
# of students and library users trained
# of workshops presented
# of people completing professional development activities (workshops, courses, conferences, seminars, etc.)

Anticipated Outcomes:

- Increased knowledge by teachers of how the school library can enhance their instructional efforts
- Increased collaborative efforts between school library media specialists and teachers
- Increased ability by librarians to teach information literacy skills
- Increased information literacy skills

LSTA Program: PRESERVING ACCESS TO RESOURCES IN TRADITIONAL AND ONLINE ENVIRONMENTS

Statement of Need:

Information is a critical resource in today's service economy. However, some citizens are not able to access the materials they need to meet their information, educational and enrichment needs. Access limitations might reflect the nature of the material, (i.e., rare or fragile items which may be damaged with handling); or may reflect the expectations of the user, (i.e., some users prefer physical access and handing of books and serials). The Office of Commonwealth Libraries works to preserve access to resources in traditional and online environments. Out of three hundred and sixty-three Pennsylvania librarians who responded to a survey conducted in 2002, over 90% expressed placing a high or very high value on the role LSTA plays in increasing access to electronic resources, and 82.6% placed a high or very high value on being able to access each other's library resources.

Preservation and Digitization

The ability to build and understand Pennsylvania's historical and cultural legacy is often limited by uneven and scattered collections of relevant documents and artifacts. The cultural heritage of many Americans can be traced back to their ancestors in colonial Pennsylvania. This heritage is found in birth records, deeds of trust, records of the General Assembly and innumerable historical documents and artifacts.

The location of rare books and archives in library special collections sometimes limits their accessibility to a knowledgeable few who are aware of their significance and are physically close enough to gain access during library hours. The productivity of non-local users such as scholars, researchers and genealogists is hampered by widely scattered collections, special access policies and the relatively unknown nature of these collections outside of the local service area.

The LSTA focus groups held in 2001 identified digitization and preservation of historical and cultural documents as an important user need. Several libraries in Pennsylvania have already made this a priority and have initiated projects. This grass roots expression of need is expected to increase as libraries work to improve access to their collections.

Virtual Reference

Pennsylvanians need remote assistance in finding information on the Internet and that which is available through licensed databases. Technology makes virtual reference possible and necessary. Today's work extends beyond a single location or time frame. Global

communications allow companies to work beyond their own local time zones, resulting in the need for information access beyond customary business hours. Lifestyle changes, such as the increasing number of two wage earner households, also result in decreased access to libraries for children.

Currently, a few Pennsylvania library systems have identified expanded service hours as a need and have implemented virtual reference services to meet this need. Commonwealth Libraries anticipates additional libraries will identify a similar need and wish to address it by instituting virtual reference services.

Program purpose statement:

What	Preserve and expand access to special collections, materials and online resources
For Whom	Pennsylvania residents
Outcome/Benefit	Pennsylvania residents will meet personal, educational and/or enrichment needs Increased user satisfaction with the time it takes to gain access to desired information Preserve primary source material

Activities:
Manage and administer sub-grants process
Disseminate information
Identify and contract with consultants
Produce publications
Develop and promote training
Add live links of digitized materials to the ACCESS PA Database

Examples of Services that may be funded:
Training
Preserved and digitized collections with access via the ACCESS PA Database
Virtual reference

Key Output Targets:
# of items/collections digitized
# of visits to digitized collections
# of inquiries to sub-grantee virtual reference service
Virtual reference service sub-grantee response time

Anticipated Outcomes:

- Pennsylvania residents will meet personal, educational and/or enrichment needs
- Increased user satisfaction with time it takes to gain access to desired information
- Preserve primary source material

LSTA Goal 2:
Library services will provide all users access to information via electronic networks and provide electronic and other linkages among and between all types of libraries.

Relationship to LSTA purpose (federal act):

- Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries for individuals of all ages;
- Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;
- Providing electronic and other linkages among and between all types of libraries; and
- Developing public and private partnerships with other agencies and community-based organizations.

LSTA Program: BUILDING LIBRARY TECHNOLOGICAL CAPACITY

Statement of Need:

Technology has transformed how information is accessed, evaluated and used throughout Pennsylvania. Many of Pennsylvania's citizens have benefited from the application of technology to libraries, particularly in the use of networked information. Access to such information has many benefits. The McClure/Bertot study revealed that Pennsylvania based businesses were better able to compete in the global market place. In addition, students are able to learn in a variety of innovative ways. Technological capability has become critical to users seeking occupational, educational and leisure opportunities to improve the quality of their lives. Public access computing, in particular, has fueled expectations for more and better computer resources (Gorden, et al., 2000).

The application of technology has transformed libraries unevenly throughout Pennsylvania. In 2001, LSTA focus groups identified several technology related needs. A number of libraries still experience the need for LSTA to finish and standardize automation. As library technology changes and improves, there is a need to provide funding for libraries to enhance their technological capacity to serve those users who have limited access at home and at work to the Internet and licensed databases.

The POWER Library is a key electronic library resource. It is a collection of licensed, online full text reference and periodical databases. They are available at the State Library and in almost 600 public libraries and over 2,400 school libraries throughout Pennsylvania. Public library users can also access these resources remotely through their public library web page. Technical support is critical to the future of the POWER Library and is needed to manage these resources so that service remains responsive, timely and efficient. Technical support is needed to troubleshoot network and connectivity problems, provide a user-friendly interface, and plan for and update structures and services as demand and technology require. Data from a web-based survey of school and public libraries, conducted by the technical support provider, indicates that a majority (73%) of users used the POWER Library information center and 84% were satisfied to most satisfied with POWER Library support. In addition, 77% were satisfied to most satisfied with the POWER Library interface.

Program purpose statement:

What	Continuously build the technological capacity of Pennsylvania

	libraries and provide technical support for the POWER library
For Whom	Pennsylvania libraries
Outcome/Benefit	Pennsylvania residents and students have improved ability to find desired information. Increased teacher use of library resources in curriculum Increased use of technology-based library services

Activities:
Manage and administer sub-grants process
Contract for POWER library technical support
Automate library functions
Upgrade telecommunications capacity
Support LANS and WANS
Provide satellite and video conferencing
Provide curriculum software

Examples of Services that may be funded:
Technical support
Expanded local area networks
Expanded wide area networks
Internet access
Telecommunications capabilities
Automated library functions

Key Output Targets:
# of libraries with enhanced technological capacity.
# of public libraries providing access to POWER Library
# of school libraries providing access to POWER Library

Anticipated Outcomes:

- Pennsylvania residents and students have improved ability to find desired information.
- Increased teacher use of library resources in curriculum
- Increased use of technology-based library services

LSTA Program: LIBRARY COOPERATION AND COLLABORATION

Statement of Need:

Pennsylvania libraries are accustomed to forming cooperatives and collaborating to pursue common goals. Today over 33 library systems, 41 library cooperatives and 48 regional Access Pennsylvania groups work to provide library services to Pennsylvania residents. Projects funded have enabled these cooperatives to strengthen shared efforts in such areas as joint continuing education, planning, specialized staff, reciprocal borrowing and improved connectivity.

The focus groups and survey respondents identified several themes addressing the need for cooperation. They believe that increased cooperation is key to the successful implementation of statewide programs. Academic libraries would like to see POWER Library access expanded to

include them to provide more electronic resources to students and faculty. Participants also expressed a desire for cooperative strategies to share best practices.

Interlibrary loan is one of the most heavily used library services in Pennsylvania. It serves to increase the accessibility of books and other materials to users. During 2000-2001, public libraries lent over 788,000 items to other libraries and borrowed over 750,000 items from other libraries. School libraries lent 633 items to public libraries, borrowing over 3,700 items from them. School libraries displayed extensive sharing among themselves borrowing over 28,000 items. In 1998-99, the latest National Center for Education Statistics data available, academic libraries lent 416,866 items and borrowed 360,695.

Librarians in LSTA 2001 focus groups and over 85% of the survey respondents identified interlibrary loan as a critical need for libraries, particularly those in rural areas of Pennsylvania. A mixture of proven and cutting edge technologies could help to satisfy this need. The technologies may include the use of enhanced interlibrary loan software, innovative delivery strategies, and user initiated interlibrary loan. Preece & Kilpatrick (1997) suggest that user initiated interlibrary loan may be one strategy for managing increasing demands for interlibrary loan services. They believe it promises to leverage the advantages of interlibrary loan, reduce professional staff time associated with processing requests and increase user satisfaction.

Program purpose statement:

What	Encourage resource sharing, cooperation and collaboration by strengthening current, and supporting the initiation of new, library systems and consortia
For Whom	Pennsylvania Libraries
Outcome/Benefit	Enhanced services to library users Increased use of library resources

Activities:
Manage and administer sub-grants process

Examples of Services that may be funded:
Fund feasibility studies and the development of library systems
Fund feasibility studies and the development of library consortia
Fund planning grants
Fund projects to encourage state of the art interlibrary loan methods

Key Output Targets:
# of new library system/consortia services

Anticipated Outcomes:

- Enhanced services to library users
- Increased use of library resources

LSTA Goal 3:
All Pennsylvanians, regardless of geographic, cultural, socioeconomic background, disability or limited functional literacy or information skills will have equal opportunity and equitable access to library information and collections.

Relationship to LSTA purpose:

- Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individual with limited functional literacy or information skills; and
- Targeting library and information services to persons having difficult using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.

LSTA Program: LITERACY

Statement of Need:
Parents are their children's first teachers. Parents often turn to the public library to provide guidance, models, instruction and materials to help them teach their children in such critical areas as reading, character education and life skills. Libraries are a key literacy resource for enriching children's lives. They provide the environment and activities to nurture an appreciation of words, language and reading.

The most critical time to develop and nurture literacy skills is during early childhood and elementary school years. According to the Carnegie Foundation, about 35% of five year olds are not ready for school when they enter kindergarten (Boyer, 1994). Research suggests that the economic level of parents has a strong influence on the reading and writing ability of children (Public Library Association 2002). Hart & Risley (1995) observe that economic circumstances (such as low income) influence the frequency of social interaction between parents and young children. Parents in less economically favorable circumstances had less frequent interactions and literacy experiences with their children, resulting in children who learn fewer words. Other researchers find that literacy is heavily dependant upon rich experiences in oral language use and storytelling (Jusczyk & Hohne, 1997; Paley, 1990,1998; Engel, 1995). Data from the 1999 National Household Education Survey, reported in 2001, show marked differences in the likelihood of children being read to as a function of socioeconomic status. Hispanic and black, non-Hispanic children were less likely than white, non-Hispanic children to have been read to (61% and 71% versus 89%), told stories by (40% and 45% versus 53%) or done arts and crafts with (32%and 28% versus 44%) their families three or more times a week (National Center for Educational Statistics, 2001). The absence of rich language experience and economic circumstances becomes obvious by the time children enter school. Modell and Siegler (1993) observed that the cumulative deteriorating effects of poverty on children's learning become evident by the third grade. At that point, children in lower socioeconomic groups average a year behind their middle-class peers, and by sixth grade this gap has doubled. Neuman, (1996) argues that exposure to early literacy learning is critical to preventing this downward trajectory toward academic failure.

Recent Census data suggests a large segment of Pennsylvania residents may benefit from emergent and family literacy services. Poverty can have a significant negative influence on literacy development. (Please see the next program statement of need for poverty statistics.) Census data on families suggest a sizable audience for literacy programs, particularly among low-income families. Pennsylvania System of School Assessment data for 2000-2001 reports about 30.8% of students are from low-income families. The potential audience for family literacy

programs is estimated to be over 2.5 million children from age 5 to 18 (about 14% of Pennsylvania residents). Specific service data from Pennsylvania agencies suggest a significant audience in need of literacy services. In 1998 Pennsylvania family support services served about 18,863 families who may need literacy services.

The most recent data available from several surveys indicate that Pennsylvania adults also need literacy services. 1992 data from the Pennsylvania State Adult Literacy Survey indicates that about 2 million residents could not perform at the most basic level of literacy. An additional 2.5 million had skills that would not qualify them for graduation from high school. 1990 Census data indicated that 300,000 Pennsylvanians acknowledged that they did not speak or understand and write English well, while about 400,000 residents were in need of further English instruction. Since native-born Pennsylvanians generally remain in the state, and because Pennsylvania has experienced an increase in its ethnic minority population, it is likely that 2000 data would show similar statistics or an increase in the population needing adult literacy services.

Program purpose statement:

What	Develop and support family, emergent and adult literacy training and services through libraries
For Whom	Children and their families Adults
Outcome/Benefit	Increased reading readiness Increased school readiness Increased reading skills Increased functional literacy skills Increased pleasure of reading for individuals

Activities:
Manage and administer sub-grants process
Disseminate information as appropriate
Maintain relationship/collaborate with other Pennsylvania Department of Education Bureaus
Develop partnerships

Examples of Services that may be funded:
Fund family literacy programs
Fund emergent literacy programs
Fund support for adult literacy programs
Provide information
Provide training materials

Key Output Targets:
# of participating families
# of participating adults
# of participating children
# of training/information packets distributed

Anticipated Outcomes:

- Increased reading readiness
- Increased school readiness

- Increased reading skills
- Increased functional literacy skills
- Increased pleasure of reading for individuals

LSTA Program: SERVICES TO SPECIFIC GROUPS

Statement of Need:

People served by Pennsylvania libraries represent a diverse set of needs and expectations. These users represent persons who have disabilities, and those who are of diverse geographic, cultural, and socioeconomic backgrounds. The Office of Commonwealth Libraries works to improve services to these users and works to institute new services to meet their needs and expectations. It works to promote equal opportunity and equitable access to library information and collections for all Pennsylvania residents. People who most experience access limitations and limited opportunities include those who live in rural and urban areas, are elderly, have low income, have cultural barriers or have disabilities.

According to the Center for Rural Pennsylvania, Pennsylvania has the nation's third largest rural population, with 31.1 percent of its residents living in rural areas, which results in various forms of personal and informational isolation. Statistics indicate the populations in these rural areas have low household incomes and low levels of educational attainment. Isolation is a factor in accessing library services, with rural residents traveling an average of 21.2 miles per day as compared to 14.8 miles in other areas of the state. These residents need access to improved local collections and remote access to information from large libraries and to networked information.

Conversely, Pennsylvania also has large urban population centers that include Philadelphia, Pittsburgh, Allentown and Erie. These urban populations include persons facing challenges such as unemployment, poverty, illiteracy, poor health and isolation. Urban library directors have identified the need to provide education, job and career assistance; access to information using technology; and children, youth and family services. The focus groups and survey respondents indicated that funding for urban libraries is essential because the opportunity for expanding service and trying new service innovations would be absent without LSTA support.

A significant and growing percentage of Pennsylvania residents experience physical access limitations and new information needs associated with their age. 2000 census data indicates that Pennsylvania has the nation's second largest percentage of adults over age 60. It also has the nation's largest population of rural elderly, as well as large urban populations of elderly people. Pennsylvania's elderly population is also growing. The Center for Rural Pennsylvania estimates that by 2020 the older population will increase to 25% of the residents of Pennsylvania. The segment of the elderly population growing most quickly is those age 85 and older, increasing 38% from 1990 to 2000 (Pennsylvania Department of Aging). The aging population has diverse needs for assistive services, e.g. large print documents and outreach services. A Library Development advisor, through her work with libraries and agencies serving older adults, has identified user needs for information on medical issues, insurance, fraud, elder abuse, intergenerational issues and retirement planning.

Economic access barriers also limit the ability of some Pennsylvania residents to fulfill their informational, educational, and enrichment needs. While the latest census data indicates

Pennsylvania has the 17th largest economy in the world, Pennsylvania's poverty rate is 10.6%. Low-income residents often find the library inaccessible due to transportation problems. Such residents need enhanced library outreach.

Pennsylvania 2000 census[1] data indicates that over 3 million low income, uninsured children under age 19. Strong library programs are critical to insuring that preschoolers have the reading foundation necessary for a successful school experience and that school aged children continue to develop their reading and information seeking skills.

Cultural limitations, principally language limitations, are significant barriers to access for non-English speaking populations. Census data shows a rapid growth of ethnic communities whose residents are not proficient in English. From 1990 to 2000, Pennsylvania experienced an increase of over 21% of residents five and older whose primary language was other than English. Hispanic and Asian populations showed the greatest increases in population, increasing 59% and 69% respectively from 1990 to 2000. These populations need English as a Second Language services, including access to information and materials in diverse formats.

Pennsylvania's libraries have users and potential users who cannot access library resources and services in traditional ways. Year 2000 Census data, as reported by the Pennsylvania State Data Center, reports that among people age 5-20, 7.5%, or 202,259, were disabled. Among people age 21 to 64 about 17.5%, or 1,196,717, of that total population were disabled and 717,795, or over 39%, of those over age 65 were disabled. The Pennsylvania Department of Labor, Office of Vocational Rehabilitation, validates these findings with estimates of about 620,000 adults between the age of 16 and 64 who have a serious physical disability.

Librarians in 2001 LSTA focus groups sought services for people with disabilities, for special education students in public schools who did not receive special educational support and identified the need for more assistive technology. The FY 1998-2002 LSTA evaluation recommends ancillary assistive technology services to assure staff training, publicity and outreach to potential users.

The 2001 LSTA focus groups identified several additional underserved populations, such as children in day care, day camps and other off-site locations. The Commonwealth Libraries advisor to institution libraries also identified other populations needing specialized services such as 33,800 Department of Corrections inmates, 2,080 Department of Public Welfare patients in state hospitals, 1,771 individuals served by libraries in institutions of the Departments of Education, Labor, Industry, Military and Veterans Affairs libraries.

Pennsylvanians in institutions are generally underserved before they arrive. Many are impoverished in multiple ways due to mental health challenges. The current populations committed to state hospitals and mental retardation centers are those diagnosed with more serious mental illness than in the past. When people are institutionalized, they remain underserved due to their special needs. Their literacy can be low. Many are making up for lost time on the outside through educational opportunities provided by the institution library. Libraries in institutions represent the closest thing a resident will experience to life in the real world outside. The library provides an opportunity for the resident to learn skills for returning to the community.

[1] www.census.gov/hhes/hlthins/liuc00.html

Program purpose statement:

What	Support for specialized services, outreach and approaches to library service delivery
For Whom	Individuals of diverse geographical, cultural and socioeconomic backgrounds Individuals with disabilities Individuals having difficulty using a library Individuals living in underserved and unserved urban and rural communities Families with incomes below the poverty line
Outcome/Benefit	Increased independence in accessing library services Increased ability to get information they need/want Increased satisfaction with library services Increased library responsiveness to specific user needs based on individual characteristics

Activities:
Manage and administer sub-grants process
Disseminate information as appropriate

Examples of Services that may be funded:
Pre-school, young adult and older adult services, and outreach
Family centered library services
Improved library services/computer access for limited English proficient/ESL populations
Homework help centers
Parenting skills classes
Business/career/job reference centers/services
Focused collection development areas
Assistive technology
Kiosks, bookmobiles and other means of off-site library access
Distance learning services
Outreach to rural and urban populations
Provide funding to train library staff

Key Output Targets:
# of family centered services established
# of special collections established
# of programs for young adults
# of information packets distributed to older adults
# of programs for older adults
# of homework help centers established
# of pieces of equipment purchased for non-English speaking populations
# of bookmobile stops per week established
# of kiosks installed
# of hits on kiosks
# of assistive devises installed

Anticipated Outcomes:
- Increased independence in accessing library services
- Increased ability to get information they need/want

- Increased satisfaction with library services
- Increased library responsiveness to specific user needs based on individual characteristics

LSTA Goal 4:
State-level leadership and services will strengthen and improve library services.

Relationship to LSTA purpose:

- Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries for individuals of all ages;
- Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;
- Providing electronic and other linkages among and between all types of libraries;
- Developing public and private partnerships with other agencies and community-based organizations;
- Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individual with disabilities, and to individuals with limited functional literacy or information skills; and
- Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

LSTA Program: LIBRARY DEVELOPMENT

Statement of Need:

The Bureau of Library Development works to strengthen and improve library service across the state. The Library Code[2] of Pennsylvania mandates the Bureau to coordinate a statewide system of libraries, counsel libraries, study library problems, conduct and arrange training programs for library personnel, promote and demonstrate library services, support cooperation among the various types of libraries in Pennsylvania, administer a subsidy program and collect, preserve and publish library statistics.

The Bureau of Library Development staff offer consulting services to libraries on a broad spectrum of topics. In accordance with the Library Code, staff assist libraries as they define their roles within the constituencies they serve. Libraries of all types – public, school, academic, institution, and those serving special groups – benefit from the Bureau's support of cooperative activities with other libraries, community agencies, municipal officials, and administrators, assisting them to understand and meet requirements for state aid and continuing education. Staff also consult with librarians as they work with library trustees and Friends groups.

LSTA funds play an important role in meeting Pennsylvania's library continuing education needs. A 2002 Bureau of Library Development web-based survey identified the following training needs:

[2] Title 24 Pennsylvania Consolidated Statues Chapter 16 section 201

Public Service – Working with problem patrons; workspace design; interaction with coworkers, supervisors, board members and volunteers; electronic databases; eReference; and safety, with an emphasis on public relations.
Administration - Marketing/public awareness, staff/performance evaluation, quality service/patron satisfaction, evaluation of services and programs, grant writing and planning.
Collection Development - Electronic resources, multimedia purchasing, developing reference and special interest collections and materials preservation and digitization.
Technology – Use of software, downloading skills, web page development and Internet searching skills.

Library services available to citizens are sometimes underutilized due to low rates of awareness. The focus groups identified a need for statewide marketing campaigns to increase awareness of library resources and services. For example, school librarians report the POWER Library was often left out of student searches for information due to lack of awareness and understanding of its value and relevance. The underutilization of assistive technology devices in some libraries, despite the extent of the target audience, also suggests Pennsylvania libraries need to promote these valuable, but under used resources, to its citizens.

Librarians in LSTA focus groups also report a strong demand for literacy development activities outside of schools, such as summer reading programs. In a study comparing low-income children in library programs vs. camp programs, Celano & Neuman (2001) found that children in summer reading programs show significantly higher reading achievement and reading ability beyond their peers in summer camps. Library programs for very young children pay substantial dividends in reading achievement, despite their short length.

The Bureau of Library Development provides leadership to encourage school/public library cooperation. LSTA funds have made statewide conferences for school and public library partners possible. Over 125 teams have attended each of the last two conferences. At the last conference, more people than could be handled wanted to participate. The librarians who attend the conferences have an opportunity to learn new information and share ideas with one another. Through the LSTA evaluation process, librarians expressed the need to continue and expand school/public library cooperation.

Program purpose statement:

What	Provide funding, advisory services and training
For Whom	Personnel of all types of libraries in the State of Pennsylvania Public Library Trustees Friends of the Library Groups
Outcome/Benefit	Increased community understanding and appreciation of libraries Increased ability of libraries to be responsive to their communities Increased rate of school/public library cooperation Increased ability of libraries to be adaptable to changing environments through research and special studies

Activities:
Manage advisory and consultative services
Administer continuing education program
Collect, preserve and publish library statistics
Promote and demonstrate library service throughout the state
Study library problems and make the findings available to all libraries within the state
Administer funds allocated by the state

Facilitate youth services task force

Examples of Services that may be funded:
State program administration
Advisory services
Continuing education
Advocacy
Marketing
Annual statewide summer reading program
Public/school library workshops
Work with Trustee and Friends groups
Librarian recruitment and retention

Key Output Targets:
# of workshops/institutes held
# of participants per workshop/institute
# of participants in annual summer reading programs
# of public relations materials distributed
# of public libraries having increased local funding
# of users, as measured by use of both traditional and technology based services
# of cooperative programs initiated as an outcome of the school/public library workshops
# of research projects completed and results disseminated

Anticipated Outcomes:

OUTCOMES	INDICATORS	DATA SOURCE
Increased community understanding and appreciation of libraries	25% increase in community understanding and appreciation of libraries	Baseline Survey 25% increase in 3 years
Increased ability of libraries to be responsive to their communities	10% of libraries indicate that they are more able to respond to community need as a result of services provided by the Bureau of Library Development	Baseline Survey 10% increase each year
Increased rate of school/public library cooperation	150 public libraries form partnerships with 150 school libraries, or partner for at least one project, biennially.	Follow-up project reports.
Increased ability of libraries to respond to changing environments	10% of libraries implement at least one new program in response to a changing environment	Library Survey
Strengthen services to all library users	10% of libraries report at least two new services that were developed to address a specific user need	Library Survey

LSTA Program: STATE LIBRARY OF PENNSYLVANIA

Statement of Need:

The State Library meets the research and information needs of the government of the Commonwealth, and serves as a Statewide Resource center for libraries in Pennsylvania. It is open to all Pennsylvania residents through direct borrowing, interlibrary loan and onsite use. In FY 2000 19,188 items were borrowed from the State Library through interlibrary loan. Almost half a million items were used in the library, over 45,000 reference questions were answered and guidance and assistance was provided 29,575 times. The State Library, with holdings exceeding five million items, is a critical link in the circulation of library materials throughout Pennsylvania.

The State Library houses and maintains, for the residents of Pennsylvania, a rare books room, which includes the Original Assembly Collection ordered by Benjamin Franklin for members of the Pennsylvania Provincial Assembly. It also includes Pennsylvania imprints from colonial times to 1850, in addition to other rarities and facsimiles. A preservation specialist who consults with libraries across the state, and who provides training opportunities through workshops and presentations at conferences, oversees the collection.

Program purpose statement:

What	Provide a state research library with over 5.1 million holdings
For Whom	Pennsylvania government entities All types of Pennsylvania libraries All Pennsylvania residents
Outcome/Benefit	Meet the informational and research needs of government Meet the resource needs of all types of Pennsylvania libraries Meet the informational and enrichment needs of Pennsylvania residents

Activities:
Maintain collections
Manage resources

Examples of Services that may be funded:
Books and other library materials
Preservation consultation

Key Output Targets:
# of visitors
# of materials borrowed in house and via interlibrary loan
# of new holdings
# of preservation consultations provided

Anticipated Outcomes:

OUTCOMES	INDICATORS	DATA SOURCE
Meet the informational and research needs of government	80% of users from government agencies report satisfaction with the	Survey

	State Library's holdings	
Meet the resource needs of all types of Pennsylvania libraries	80% of Pennsylvania Libraries report satisfaction with the resources available.	Survey
Meet the informational and enrichment needs of Pennsylvania residents	70% of State Library users report having their informational or enrichment needs met at least 70% of the time.	Survey

LSTA Program: LSTA PROGRAM ADMINSTRATION

Statement of Need: The Library Services and Technology Act (LSTA) program in Pennsylvania reaches individual libraries through the competitive sub grant process and Pennsylvania library users in general through state-directed projects. A current annual total of close to $6 million needs to be administered and monitored to ensure that both areas of the program work to fulfill the purposes of the LSTA and to improve library service in Pennsylvania.

Public, academic, school and special librarians in Pennsylvania seek guidance on how to use LSTA funds through sub grant programs. Librarians, library trustees, library administrators and government officials seek guidance on all aspects of the LSTA program, including how the program can help libraries improve, how libraries can apply for funds, identifying needs that can be satisfied with LSTA funds, and the development of projects appropriate to the identified needs. Administration of the LSTA program is needed to provide advice not only on the development of grant applications, but also on the management of projects (including both programmatic and fiscal management), resolving problems that arise, and reporting and auditing requirements including programmatic and fiscal changes to projects. The LSTA administrative office reviews an average of 125 competitive grant applications annually and funds an average of 75 projects annually through this process. LSTA Administration is responsible for making Pennsylvania libraries aware of the program, training in regards to writing proposals and encouraging librarians to use LSTA funds to improve library services.

In addition to providing consultation to sub grantees, LSTA program administration involves the preparation and administration of contracts for state directed LSTA programs. An average of 13 state directed programs are administered each year by various Commonwealth Libraries advisors. LSTA administration is the means through which program resource information is made available to other professional Library Development Office staff members who are liaisons to library districts and LSTA projects.

For both sub grants and state directed programs, LSTA administration is needed to monitor projects to ensure compliance with LSTA law and the successful improvement of library service. It is the means through which interpretations of federal statutory and regulatory requirements are communicated. LSTA administration provides the staff to coordinate an assessment of the impact of the LSTA grant program in Pennsylvania, including the identification of evaluation methods, participation in onsite visits and the preparation of evaluation reports. This is where the preparation of Pennsylvania's Annual Report to IMLS and the LSTA Five-Year Plan are generated.

The evaluation of Commonwealth Libraries' current Five-Year Plan revealed the need to share the results of LSTA projects. This would enable others to learn from the successes, as well as the failures, of projects that have been implemented.

Program purpose statement:

What	Provide consultation and information on LSTA programs and report development
For Whom	LSTA sub-grantees and recipients of state directed library programs
Outcome/Benefit	Strengthened LSTA sub-grant programs Enhanced outcomes of LSTA programs Enhanced reporting consistency to the federal government

Activities:
Monitor compliance with LSTA law
Review reports
Coordinate site visits
Provide reports to the federal government as required
Manage sub grant program

Examples of Services that may be funded:
Site visits
Consultation on implementing LSTA projects
Consultation on preparing sub grantee reports
Disseminate best practices

Key Output Targets:
# of reports submitted
# of reports submitted on time

Anticipated Outcomes:

OUTCOMES	INDICATORS	DATA SOURCE
Strengthened LSTA sub-grant programs	95% of sub-grant programs address at least one demonstrated need of their target audience	Sub-grant annual report
Enhanced outcomes of the LSTA programs	60% of state-directed programs include at least one outcome and indicator AND 60% of sub-grantees that report results for at least one outcome in their annual report	State-directed programs Sub-grant annual report

STAKEHOLDER INVOLVEMENT

Successful programs are a combination of innovative, proven and timely ideas, and successful implementation. Stakeholder participation is important during the planning, and critical during program implementation and operation. Commonwealth Libraries advisors will work closely with

stakeholder groups in order to promote the successful implementation of the programs. The Office of Commonwealth Libraries values stakeholder input in such areas as targeting programs and services in areas where they are needed, and in developing feasible and relevant programs to implement across Pennsylvania.

Addendum #1 displays known stakeholders and constituents of its library programs. The Office of Commonwealth Libraries continues to work informally with these stakeholders through its constant field contact. It will also work formally with these groups through meetings and surveys of various formats.

COMMUNICATION AND PUBLIC AVAILABILITY

To ensure involvement in the implementation of this plan, all constituent groups will be made aware of its existence and will have full access to the plan. Commonwealth Libraries will post the final plan on the Department of Education's website at http://www.pde.state.pa.us/. The primary constituents will be made aware of its availability via announcement through Commonwealth Libraries' many established electronic mail groups. These include mail groups for academic, public and school libraries, and an additional mail group for all types of libraries. Copies of the plan will also be printed and distributed to specific groups including District Library Centers, the Pennsylvania Citizens for Better Libraries and to others upon request.

MONITORING PROCEDURES

The Bureau of Library Development will monitor this plan.

Programs that support each of the four goals contained in this plan will be measured in terms of outcomes and benefits to participating audiences. Libraries with proposals that fit within the scope of outcomes based evaluation will be required to identify one desired outcome of their project and implement an outcome based measure to evaluate it. Reports submitted to Commonwealth Libraries will require the inclusion of this outcome and the extent to which it was met.

For state-administered programs, the program outcomes identified in this plan will be measured via specific indicators. Sources of data collection, data collection intervals and targets for program success will also be identified and measured. Some sub grantee projects and some state directed projects will be evaluated by contracting with a consultant. After applications for the sub grantees are reviewed, the Office of Commonwealth Libraries will contract with an external consultant to conduct evaluations of the selected projects on behalf of sub grantees and Commonwealth Libraries.

References

American Library Association and Association for Educational Communications and Technology. (1998). "*Information Power: Building Partnerships for Learning*." Chicago:. American Library Association Presidential Committee on Information Literacy. (1989). Final report. Chicago:IL. (ED 315 028)

Becker, D.E. (1970) *Social Studies Achievement of Pupils in Schools with Libraries and Schools without Libraries*. Unpublished doctoral dissertation, University of Pennsylvania.

Berger, L. (2002) *LSTA in Pennsylvania: Where We've Been, Where We're Going, An Evaluation of Pennsylvania's LSTA Program 1998 –2002*. Library Development Solutions, Princeton Junction, N.J.

Boyer, E.L. (1994) Ready to Learn: A Mandate for the Nation. American Association of College Teacher Education.

Celano, D., & Neuman, D.B. (2001) *The Role of Public Libraries in Children's Literacy Development. An evaluation report*. Pennsylvania Library Association, Harrisburg, Pennsylvania.

Danner, R. A. (1998) Law Library Journal 90, www.law.duke.edu/fac/danner/callweb.htm.

Engel, S. (1995) The stories children tell: Making sense of the narratives of childhood. NewYork: W. H. Freeman.

Gordon, .C. Gordon, M.T. Moore, E. & Boyd, A. (1997) *Support for Public Access computing Widespread and Strong*. Evans School of Public Affairs. University of Washington.

Hale, I.W. (1969) The Influence of Library Services Upon the Academic Achievement of Twelfth Grade Students at Crestwood Senior High School, Chesapeake, Virginia. Athens, Georgia:Georgia University, Department of Library Education.

Hancock, Vicki E. (1993) "*Information Literacy for Lifelong Learning*." Washington, D.C.: U.S. Department of Education. (ED358870).

Hart, B., & Risley, T.R. (1995) Meaningful differences in everyday experience of young American children. Baltimore: Paul H. Brookes.

Jusczyk, P.W. & Hohne, E.A. (1997) Infants' memory for spoken words. Science 277 5334:1984-6.

Lance, K.C. Rodney, M.J. & Hamilton-Pennell, C. (2000) *Measuring Up to Standards: The Impact of School Library Programs and Information Literacy in Pennsylvania Schools*. Pennsylvania Citizens for Better Libraries, Greensburg, Pennsylvania.

McClure, Charles R. & Bertot, John Carlo (1998) *Public Library Use in Pennsylvania: Identifying Uses, Benefits, and Impacts.* Office of Commonwealth Libraries, Bureau of Library Development, Harrisburg, PA.

Mondell, J. & Siegler, R.S. (1993) Child development and human diversity. In *Children in Time and Place: Developmental and Historical Insights*, edited by G.H. Elder, Jr., J, Mondell, and R.D. Parke. Cambridge: Cambridge University Press.

National Center for Educational Statistics (2001) *National Household Educational Survey, Home Literacy Activities and Signs of Children's Emerging Literacy*, 1983 and 1999.

Paley, V. G. (1990) The boy who would be a helicopter. Cambridge: Harvard University Press.

Paley, V.G. (1998) On becoming a natural-born storyteller. In Achieving School Readiness: Public Libraries and National Education Goals No. 1. edited by B Froling Immroth and V Ash-Geisler. Chicago:ALA.

Pennsylvnia Online World of Electronic Resources. (2002). *Tech Survey Results*. Commonwealth Libraries. Harrisburg, Pennsylvania.

Preece, B.G. & Kilpatrick, T. L. (1997) *Cutting Out the Middle: Patron-Initiated Interlibrary Loans*. www.ala.gor/acrl/paperhtm/a05.htm.

Public Library Association (2002) Research on Emergent Literacy. www.pla.org/projects/preschool/research.html.

Secretary's Commission on Achieving Necessary Skills. (1991). "*What work requires of schools: A SCANS report for America 2000*." Washington, DC: U.S. Government Printing Office. (ED 332 054)

ADDENDUM 1
Pennsylvania's LSTA Five-Year Plan for
2003-2007

STAKEHOLDERS

STAKEHOLDER GROUP	Goal 1 - Access/Learning	Goal 2 - Networks/Link.	Goal 3 - Target Po
Library Users	X	X	X
Library Staff	X	X	X
Library Boards	X	X	X
Library Friends Groups			
Library Consortia		X	
Pegional Libraries for the Blind			X
K-12 School Administration	X	X	
PA Citizens for Better Libraries			
Commonwealth Libraries Partners	X	X	X