

SEARCH RESULTS

POWER Library

G2S Project Code: 2023-PA-93627

State: Pennsylvania

Fiscal Year: 2023

Grantee: Hosting Solutions & Library Consulting (HSLC)

Director Name: Maryam Phillips

Director Phone: (215) 222-1532

Director Email: phillips@hslc.org

State Project Code: FC4100090086

Start Date: 10/01/2022

End Date: 09/30/2023

State Goal: Statewide Infrastructure

Project Description: This project administered, managed, supported, and provided online library services to Pennsylvanians. The project ensured that all Pennsylvanians could easily use library resources from anywhere in the world. Services included: - Statewide Online Catalog and Interlibrary Loan Management System: Provided access to library collections at more than 1,400 libraries in Pennsylvania, fulfilling over 20,000 requests, and made the lending and borrowing of library materials possible via interlibrary loan management software. - POWER Library E-Resources: Provided factual, high-quality online research and online learning resources to all Pennsylvanians. - PA Photos and Documents: Provided storage and online access to digitized historical documents, images, videos, and audio recordings from Pennsylvania libraries and cultural institutions. - Chat with a Librarian: Provided library users with live chat reference services 24-hours-a-day, 7-days-a-week. - Librarian Training, Technical Support, and Service Coordination: Provided libraries with the training and technical support needed to offer POWER Library services to the public.

LSTA: \$1,864,835.88

MATCH-State: \$2,213,028.00

MATCH-Other: \$424,803.80

Total: \$4,502,667.68

Improve users' ability to obtain and/or use information resources.

General (select only for electronic databases or other data sources)

Continuing Education and Staff Development

Activity Details

Title: POWER Library: Access to E-Resources

Narrative: POWER Library provided subscriptions to 29 online databases with thousands of full-text periodical articles, newspapers, photographs, pictures and maps to support the informational, educational, financial and personal needs of Pennsylvania citizens. POWER Library E-Resource topics serve the general public covering everything from repairing automobiles and motorcycles, to offering access to major newspapers. Once authenticated with a library card, users may move seamlessly between the E-Resources in POWER Library. Direct access to online databases was provided at over 2,900 Pennsylvania libraries, and remotely by home-users. Outreach materials and the E-Resources brochure are available for download. E-resource subscriptions strongly support educational curriculum but new E-Resources for the general public were added in FY 2023. The products selected included new subscriptions to MyHeritage and Transparent Languages. New offerings for students included Encyclopedia Britannica and ProQuest SIRS Discoverer.

Intent: Improve users' ability to obtain and/or use information resources.

Activity: Content

Mode: Acquisition

Format: Digital

Quantity

Number of hardware acquired: 0

Number of software acquired: 0

Number of licensed databases acquired: 29

Number of print materials (books & government documents) acquired: 0

Number of electronic materials acquired: 0

Number of audio/visual units (audio discs, talking books, other recordings) acquired: 0

Partner Information

Organization Type of Partner Organization(s):

Libraries: No

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: No

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 580

Academic Libraries: 123

SLAA: 1

Consortia: 0
 Special Libraries: 0
 School Libraries: 2210
 Other: 0

Activity Details**Title:** POWER Library: PA Photos and Documents

Narrative: PA Photos and Documents enables Pennsylvanians to search and browse the content digitized by libraries and other organizations across Pennsylvania. The Digital Collections Specialist's engaged with those interested in contributing to PA Photos and Documents and to provide hands-on training on digitization for the PA Photos and Documents uploading process. Sixteen training sessions were provided last year, to libraries in York County, Johnstown, Abington, Altoona, Berks County and others across the Commonwealth. The PA Photos and Documents user interface is the open-source platform, Islandora, and is available at: <https://powerlibrary.org/collections/>. Scan PA is designed to serve as a D-I-Y (Do It Yourself) program for smaller organizations to accomplish digitization on their own. Information about the Scan PA program is located here.

Intent: Improve users' ability to obtain and/or use information resources.**Activity:** Content**Mode:** Creation**Format:** Digital**Quantity****Number of items digitized:** 0**Number of items digitized and available to the public:** 3,570,057**Number of physical items:** 0**Number of open-source applications/software/systems:** 0**Number of proprietary applications/software/systems:** 0**Number of learning resources (e.g. toolkits, guides):** 0**Number of plans/frameworks:** 0**Partner Information****Organization Type of Partner Organization(s):****Libraries:** No**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** No**For a targeted group or for the general population:** General**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 580

Academic Libraries: 123

SLAA: 1

Consortia: 0

Special Libraries: 57

School Libraries: 2210

Other: 1

Activity Details**Title:** POWER Library: PA Photos and Documents

Narrative: PA Photos and Documents enables Pennsylvanians to search and browse the content digitized by libraries and other organizations across Pennsylvania. The archive includes over 900 collections by, for, and about Pennsylvania, with over 3 million pages of scanned content. PA Photos and Documents collections are harvested for inclusion in the Digital Public Library of America making them available for viewing from a national archive.

Intent: Improve users' ability to obtain and/or use information resources.**Activity:** Content**Mode:** Description**Format:** Digital**Quantity****Number of items made discoverable to the public:** 0**Number of collections made discoverable to the public:** 939**Number of metadata plans/frameworks produced/updated:** 0**Partner Information****Organization Type of Partner Organization(s):****Libraries:** No**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No

Beneficiaries

Is the activity directed at the library workforce: No
For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes
Specific Locations: No

Library Types

Public Libraries: 49
 Academic Libraries: 20
 SLAA: 1
 Consortia: 0
 Special Libraries: 14
 School Libraries: 11
 Other: 1

Activity Details

Title: POWER Library: Statewide Catalog and Interlibrary Loan

Narrative: The ACCESS PENNSYLVANIA statewide online catalog is a resource that serves the public, librarians, and incarcerated people in state corrections institutions. It remains the largest physical catalog among the 25 states that use the Auto-Graphics SHAREit product. The public may browse the statewide catalog collection at accessspa.powerlibrary.org to request titles not owned in local libraries. Librarians use the statewide catalog to request interlibrary loans for titles not available in local or system collections. The catalog also serves state corrections institutions (SCIs). The statewide catalog includes a custom catalog just for children in grades K – 5. This kids' catalog is available from the POWER Kids page.

Intent: Improve users' ability to obtain and/or use information resources.

Activity: Content

Mode: Lending

Format: Combined physical & digital

Quantity

Total number of items circulated: 0

Average number of items circulated / month: 0

Total number of ILL transactions: 84,866

Average number of ILL transactions / month: 7,073

Partner Information

Organization Type of Partner Organization(s):

Libraries: No

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: No
For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 416
 Academic Libraries: 62
 SLAA: 1
 Consortia: 0
 Special Libraries: 7
 School Libraries: 335
 Other: 0

Activity Details

Title: POWER Library: Website Administration and Support

Narrative: The POWER Library portal is a one-stop location for online library services available to all residents of Pennsylvania. The portal connects users to Books, Movies and More, Chat with a Librarian (24/7 virtual reference), e-resource subscriptions, and PA Photos and Documents. The web site has 698 pages designed for use by adults, and students of all ages, including 283 custom pages for librarians. The documents archive holds over 7,200 files. The main user website includes special content for the end-user, including a Job Resources page, a lookup tool called "Find a PA Library", and a Resume builder. In addition to the main user website, custom sites with resources appropriate to their audience levels are available for children in grades Pre-K - Grade 3 and for middle and high school students. POWER Library integrates a widget that allows users to adapt its content and display it in more accessible ways. POWER Library also serves the professional librarian and support staff communities, with a "For Librarians" Hub. HSLC administration of the POWER Library program includes regularly issued e-newsletters for both librarians and the public.

Intent: Improve users' ability to obtain and/or use information resources.

Activity: Content

Mode: Creation

Format: Digital

Quantity

Number of items digitized: 0

Number of items digitized and available to the public: 0

Number of physical items: 0

Number of open-source applications/software/systems: 3

Number of proprietary applications/software/systems: 3
Number of learning resources (e.g. toolkits, guides): 0
Number of plans/frameworks: 2

Partner Information

Organization Type of Partner Organization(s):

Libraries: No

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: No

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Activity Details

Title: POWER Library: Chat with a Librarian

Narrative: POWER Library is designed to serve as a statewide online library resource available to Pennsylvania residents. Chat with a Librarian is how POWER Library provides personal reference assistance to Pennsylvania residents. Pennsylvania residents have the ability to Chat with a Librarian online 24 hours a day, 7 days a week, 365 days a year. Administration of the program includes coordinating staffing of the service, training chat operators in best practices, and monitoring the quality of chat sessions provided.

Intent: Improve users' ability to obtain and/or use information resources.

Activity: Instruction

Mode: Consultation/drop-in/referral

Format: Virtual

Quantity

Total number of consultation/reference transactions: 36,795

Average number of consultation/reference transactions per month: 3,066

Partner Information

Organization Type of Partner Organization(s):

Libraries: No

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: No

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 398

Academic Libraries: 16

SLAA: 1

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Activity Details

Title: POWER Library: Training

Narrative: POWER Library serves two user groups: end-users and librarians. Librarians and teachers must be proficient in how to use POWER Library resources in order to show students and the general public how to use them. Throughout the year training is scheduled to teach librarians about POWER Library resources, including how to use the statewide catalog and interlibrary loan system, chat reference services, online reference databases, and how to scan and use digitized resources. POWER Library training is designed to be flexible enough

to address training needs all year long. Training is conducted annually using a combination of online documentation, in-person or webinar events, and with online recorded videos. HSLC offers custom training, usually by webinar. POWER Academy is a staff training portal with recorded training for POWER Library. These sessions are introductory, to accommodate staff hired throughout any given year. Twenty-four courses introduce the basics for ACCESS PENNSYLVANIA/Interlibrary Loan, Chat with a Librarian, PA Photos and Documents, and Access to E-Resources.

Intent: Improve users' ability to obtain and/or use information resources.

Activity: Instruction

Mode: Presentation/performance

Format: Combined in-person & virtual

Quantity

Presentation/performance length (minutes): 6,590

Number of presentations/performances administered: 55

Average number in attendance per session: 20

Partner Information

Organization Type of Partner Organization(s):

Libraries: No

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: No

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 7

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 9

Other: 3

Project Outcomes

List any important outcomes or findings not previously reported:

Use of E-Resources (databases) consistently ranks highest among the statewide library services offered in the POWER Library. Gale OneFile: News allows users to search articles instantly by title, headline, date, author, newspaper section, or other fields. Gale OneFile: News provides access to more than 2,300 major U.S. regional, national, and local newspapers, as well as leading titles from around the world. It also includes thousands of images, radio and TV broadcasts and transcripts. E-resource subscriptions strongly support educational curriculum but new E-Resources for the general public were added in FY 2023. HSLC handled the procurement for new E-Resources, entertaining ten proposals for products that matched particular subject needs within the following target audiences: elementary school-age students; middle/high school students, and the general public. SIRS Discoverer features the pros and cons of various subjects, supporting student needs to learn about, and evaluate, the merits of a variety of topics. In FY 2023, users searched E-Resources over 25 million times, viewing nearly 6 million items. Making statewide subscriptions available resulted in each school having access to databases valued at over \$56,000. Public libraries with access to POWER Library databases averaged savings in the equivalent of \$73,000 in content for each library. HSLC continued to offer a single sign-on (SSO) solutions for easier access to E-Resources by Pennsylvania school students. HSLC offered SSO to school districts and independent schools so that their students had immediate access to POWER Library E-Resources once they logged on with their school email accounts from school or from home. SSO included access with Google, Clever and ClassLink, with over 255 schools and districts using one of more of the SSO options. SSO ensures students have access to POWER Library E-Resources even when school closings occur on short notice, as with inclement weather announcements. Pennsylvania has a rich and varied history that has been captured in photographs, documents, and artifacts of interest. Digitizing aging and rare historical materials is important to preserving our collective history and cultural heritage, and to making them broadly available for research, study or personal interest. PA Photos and Documents collections are harvested for inclusion in the Digital Public Library of America (<https://dp.la/>), making them available for viewing from a national archive. POWER Library items represent 20-25% of the Pennsylvania collection material in DPLA. In FY 2023, four harvests occurred. The Digital Collections Specialist's engaged with those interested in contributing to PA Photos and Documents and to provide hands-on training on digitization for the PA Photos and Documents uploading process. Sixteen training sessions were provided last year, to libraries in York County, Johnstown, Abington, Altoona, Berks County and others across the Commonwealth. The PA Photos and Documents user interface is the open-source platform, Islandora, and is available at: <https://powerlibrary.org/collections/>. 95 institutions contributed 353 collections to PA Photos and Documents, representing 55 new collections added since last year. Contributors include the State Library, public libraries, public and private schools, academic institutions, and cultural institutions. The content ranges from yearbooks to medicine and health, local newspapers, and library history. Last year, over 3.2 million pages were viewed in PA Photos and Documents, continuing as the most visited service in the POWER Library. The Pennsylvania State Archives' 586 collections are also made accessible in the PA Photos and Documents service. Most libraries and small institutions do not have the funds to outsource digitization of historical content. Scan PA is designed to serve as a D-I-Y (Do It Yourself) program for smaller organizations to accomplish digitization on their own. Scan PA recommends an affordable equipment kit at a total cost of less than \$1,000 for DIY scan projects. Ten more book scanners were purchased in FY2023 to loan to Scan PA participants, and all five of the program's Microfilm scanners are on loan to libraries, to handle conversion of newspapers and microfilm to digital format. In FY 2023, special emphasis was made to support collections that feature under-represented communities, which often do not have the professional resources to build and upload collections. To support these organizations, the Scan PA Assistance program was designed and implemented. HSLC sends independent contractors to work specifically with these community groups. The ACCESS PENNSYLVANIA statewide online catalog is a resource that serves the public, librarians, and incarcerated people in state corrections institutions. It remains the largest physical catalog among the 25 states that use the Auto-Graphics SHAREit product. Known in POWER Library as Books, Movies and More, it includes just under 10 million titles available for borrowing by Pennsylvania public, academic, special collection and high school libraries, saving over one million dollars in purchase costs in a typical year. The Access Pennsylvania catalog hosts over 31 million copies of

titles, and the fulfillment rate for requests is 83%. ACCESS PENNSYLVANIA uses a hybrid statewide catalog. In addition to the holdings found in the physical statewide catalog, holdings of the Pennsylvania Integrated Library System, also known as SPARK, and the Crawford County Federated Library System were added as virtual collections in FY 2022. In FY 2023, Lancaster County, Lycoming County, and Chester County became virtual collections as well. Virtual holdings are visible in real-time, and are one step closer to offering mediated patron-placed holds. Roughly half of the titles in the ACCESS PENNSYLVANIA catalog are now available through virtual connections. Last year over 102,000 titles were requested. With an average hardcover cost of \$28.00 this represents a savings of nearly \$2.8 million in requests to borrow versus purchase the same material. The ACCESS PENNSYLVANIA statewide catalog also serves state corrections institutions (SCIs). The full collection is duplicated into standalone systems for SCIs, making the collections of over 800 participating libraries available for borrowing. The SCI ILL system is specially customized to operate without access to the Internet, and requests generate printed interlibrary loan request forms for SCI librarians to mail or fax to potential lending libraries. The statewide catalog includes a custom catalog just for children in grades K – 5. This kids' catalog is available from the POWER Kids page at <https://kids.powerlibrary.org>, and serves up search results that are tailored to this audience level only. Jacket covers are especially popular, and the title records help younger children learn how to cite sources for homework and reports. The POWER Library portal is a one-stop location for online library services available to all residents of Pennsylvania. The URL www.powerlibrary.org connects users to Books, Movies and More (the statewide catalog), Chat with a Librarian (24/7 virtual reference), e-resource subscriptions for personal, educational and business use, and PA Photos and Documents, a digital archive of materials by, for, and about Pennsylvania. The web site has 698 pages designed for use by adults, and students of all ages, including 283 custom pages for librarians. The documents archive holds over 7,200 files. There were over 2 million visits to the POWER Library website in FY 2023. The main user website includes special content for the end-user, including a Job Resources page (<https://powerlibrary.org/job-resources/>), a lookup tool called "Find a PA Library" (<https://powerlibrary.org/about/find-a-pa-library/>) that locates the closest PA libraries to an address provided by the user, and a Resume builder (<https://resume-builder.powerlibrary.org/>) In addition to the main user website, custom sites with resources appropriate to their audience levels are available for children in grades Pre-K - Grade 3 at <https://kids.powerlibrary.org> and for middle and high school students at <https://teens.powerlibrary.org>. Each of these sites limits the choices to just the resources most helpful to those age groups. POWER Kids and POWER Teens combined for a total of over 418,000 page visits, and over 627,000 page views. POWER Library integrates a widget that allows users to adapt its content and display it in more accessible ways. On each page is an icon that opens to display accessibility options including: a screen reader, contrast, cursor and fonts size changer, the ability to pause animations and hide images, and a dyslexia-friendly display. In FY 2023, users elected the Dyslexia-friendly font option more than any of the other widget options, followed by use of the screen reader and contrast change options. POWER Library also serves the professional librarian and support staff communities, with a "For Librarians" Hub, a location for professional support material at: <https://librarians.powerlibrary.org/>. This site was re-designed in FY 2023, for better access by librarians in Pennsylvania. Unless restricted by contractual obligations, this content is actually open and available to librarians anywhere. Each POWER Library service available to the public has a corresponding location for professional support in the For Librarians Hub, with documentation, training, participation information, statistics, and more. The For Librarians Hub also serves as the registration system for fall training events. HSLC administration of the POWER Library program includes regularly issued e-newsletters for both librarians and the public. Past issues are available in the For Librarians section. ACCESS PENNSYLVANIA News was issued at least monthly and featured articles that assisted librarians in using the POWER Library E-Resources, and POWER Library News was issued bi-monthly for the general public, highlighting e-resources, Chat and other POWER Library services. Read them here: <https://librarians.powerlibrary.org/c.php?g=1305919&p=10091034>. Although we had hoped to launch a newly designed portal in FY 2023, it was deemed more important to put effort into a streamlined way to view all E-Books across the various vendor platforms in POWER Library. POWER Library is designed to serve as a statewide online library resource available to Pennsylvania residents. While many residents are comfortable locating information and resources on their own, others benefit from personal interaction with a librarian, who can assist with connecting them to the information they need. Chat with a Librarian is how POWER Library provides that personal reference assistance to Pennsylvania residents. In fact, we go to great lengths to reassure people that they are not conversing with an AI bot! Pennsylvania residents have the ability to Chat with a Librarian online 24 hours a day, 7 days a week, 365 days a year. Administration of the program includes coordinating staffing of the service, training chat operators in best practices, and monitoring the quality of chat sessions provided. The system is designed to accept chat sessions at the local level first, rolling over to a statewide responder if no local operator is available, and finally, if needed, to a national or international librarian for response. More than 400 Pennsylvania libraries participated in the service last year, as we capitalized on system and district libraries sharing coverage. Last year, 51% of sessions were picked up in 15 seconds or less, and the average chat session lasted 7 minutes. Local questions always go to local chat operators before they become visible to the statewide cooperative, thereby supporting the sense of connection to a local library. When Pennsylvania librarians are fully occupied responding to chat sessions, or are unavailable, the service draws on librarians from an international pool of participating libraries. However, last year two-thirds of Pennsylvania chat sessions were picked up by POWER Library librarians, and 100% of offline tickets (email follow-ups and SMS) were picked up by Pennsylvania librarians. Users may ask anything, and are not prompted for any personal information, however if they wish to receive a transcript of the chat session, an email address must be provided. Last year, chat operators fielded over 36,000 sessions. HSLC focused on user engagement by outreach to audiences of different ages and types. This service was offered with chat, texting and email methods. Exit survey results reveal that 92% of those surveyed rated the information they received as Good, Very Good or Insanely Helpful; 95% would use the service again; 86% found the service on their library's website or through a teacher; and 59% of users are clustered in the Philadelphia/Pittsburgh areas. Here are examples of user feedback from the past year, demonstrating the value and impact of the service: • I was very hesitant, very hesitant, to contact the librarian however it was a wonderful experience and now I know how to use the POWER Library - that's just what I needed and I was also given many other resources that I can use, so big thanks to you • They were very helpful even though we couldn't find the answer right away. They shared quality information about my topic, and I cannot recommend this service enough! • I was blown away by the prompt attention to my question, and receipt of a link to an article I was hoping to find. Thank you. • My Librarian helped me out with a research project! I will definitely be coming back to ask more questions for my project. • This was my first experience using this feature. I got more information than expected. Awesome! POWER Library serves two user groups: end-users and librarians. Librarians and teachers must be proficient in how to use POWER Library resources in order to show students and the general public how to use them. Throughout the year training is scheduled to teach librarians about POWER Library resources, including how to use the statewide catalog and interlibrary loan system, chat reference services, online reference databases, and how to scan and use digitized resources. POWER Library training is designed to be flexible enough to address training needs all year long. Training is conducted annually using a combination of online documentation, in-person or webinar events, and with online recorded videos. The following guidelines are usually used for location selection: 1) Proximity for attendees to travel to/from in one day, 2) venue cost, 3) availability of parking, 4) Wi-Fi service, 5) lunch on-your-own options, and 6) feedback from last year's training evaluations. HSLC offered training virtually and in-person during FY 2023. Fall training for POWER Library was conducted in person in 9 locations: Ten in-person training events were held in nine locations in 2023. Training was offered in St. Marys, Grove City, Greensburg, Altoona, Williamsport, Easton, Archbald, Enola, and King of Prussia. A total of 384 people attended the Fall 2022 POWER Library trainings. Fall training offered the following training sessions: What's New with POWER Library, People, Places, and Things for 100 (Genealogy and History), Supporting Young Learners: POWER Library E-Resources for PreK through Middle School, The Fast and The Furious: Database Lightning Round, The POWER of Communication and Understanding – Inglés No Requerido!, and Resources for All Pennsylvanians: DEIB in POWER Library. HSLC offers custom training, usually by webinar, when distance does not warrant in-person travel time, or the length of the session does not justify staff travel time, or when weather is poor. In FY 2023, In FY 2023 45 custom training sessions were offered, 37 (82%) of which were conducted virtually. Total attendance for these sessions was 735 librarians. POWER Academy is a staff training portal with recorded training for POWER Library. These sessions are introductory, to accommodate staff hired throughout any given year. Twenty-four courses introduce the basics for ACCESS PENNSYLVANIA/Interlibrary Loan, Chat with a Librarian, PA Photos and Documents, and Access to E-Resources. In FY 2023, 624 librarians completed POWER Academy training courses. Once they have learned the basics, they are better positioned to assist customers, and are ready for the intermediate level training offered each fall. Outside of POWER Academy, HSLC

provided introductory recordings to POWER Library resources for the general public. These are noted next to the names of E-Resources in the portal. Evaluation surveys are issued following training to enable HSLC to further improve its courses. The Fall 2023 survey was completed by 328 attendees, representing an 85% response rate. 100% of attendees rated their overall experience with fall training as excellent or good. 70% of those rated their experience as excellent. Since the pandemic, we had success with, and settled on, a training model that uses virtual options for beginners, and in-person events for higher level, and more advanced training.

Please briefly describe the importance of these outcomes and findings for future program planning:

These outcomes provide context and information on the direction the project can take into the future. What has been successful versus what content may be able to be adjusted to better serve the residents of Pennsylvania.

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Do you anticipate continuing this project after the current reporting period ends: Yes

Do you anticipate any change in level of effort in managing this project: No

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project: No

Explain:

Was an evaluation conducted for this project: No

Was a final written evaluation report produced: Yes

Can the final written evaluation report be shared publicly on the IMLS website: No

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator: Project Staff

What data collection tools were used for any report outcomes and outputs:

Administrative Records

Review Surveys

Interviews

Focus Groups

Participant Observation

Did you collect any media for the data:

What types of methods were used to analyze collected data:

Statistical Methods

Qualitative Methods

Other:

How were participants (or items) selected:

Census – We selected everyone (or every item).

What type of research design did you use to compare the value for any reported output or outcome:

Exemplary: Yes

Project Tags: STEM, Workforce Development, School Age

Interlibrary Delivery Service

G2S Project Code: 2023-PA-93719

State: Pennsylvania

Fiscal Year: 2023

Grantee: Interlibrary Delivery Service of Pennsylvania

Director Name: Pamela Dinan

Director Phone: (215) 348-2940

Director Email: pdinan@bucksu.org

State Project Code: 217-230001

Start Date: 10/01/2023

End Date: 09/30/2024

State Goal: Statewide Infrastructure

Project Description: The Interlibrary Delivery Service of Pennsylvania (IDS) provides a cost effective delivery service for many types of libraries in the Mid-Atlantic region to support timely resource sharing through interlibrary loan. IDS holds a consolidated shipping account with the United Parcel Service (UPS); this consolidated account operates under the Pennsylvania's CoStars agreement for small package delivery. Currently, IDS membership includes 179 Full Member libraries and 120 sites which are Affiliates of Full Member ("Parent") libraries, totaling 299 libraries. From July 1, 2023 to June 30, 2024, the IDS consortium shipped 323,265 packages at a cost of \$2,752,945.48. The consortium saved \$2,392,701.33, or 47%, in shipping costs during this period. It is also important to note that a package can weigh up to 30lbs and can hold multiple items. One package does not equal one piece of library material. IDS does not track the contents of packages.

LSTA: \$550,000.00

MATCH-State: \$1,329,158.11

MATCH-Other: \$0.00

Total: \$1,879,158.11

Improve users' ability to obtain and/or use information resources.

Collection Development & Management

Other

Activity Details

Title: Interlibrary Delivery Service of Pennsylvania

Narrative: The Interlibrary Delivery Service of Pennsylvania (IDS) provides a cost effective efficient delivery service for many types of libraries in the Mid-Atlantic region to support timely resource sharing through interlibrary loan.

Intent: Improve users' ability to obtain and/or use information resources.

Activity: Content

Mode: Lending

Format: Physical

Quantity

Total number of items circulated: 323,265

Average number of items circulated / month: 26,938

Total number of ILL transactions: 0

Average number of ILL transactions / month: 0

Partner Information**Organization Type of Partner Organization(s):**

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: No

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 123

Academic Libraries: 133

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 38

Other: 5

Project Outcomes**List any important outcomes or findings not previously reported:**

As a consortium, IDS has a proven track record of considerable savings on delivery charges. IDS continues to show that the physical movement/delivery of library materials remains an important aspect of library services. IDS data shows a consistent range of packages shipped on an annual basis as well as a cost savings to the membership each year. IDS now allows all member libraries to ship residentially, allowing libraries to reach remote patrons such as homebound patrons, distance learning students and off-site faculty. Libraries also have the option to provide return shipping labels to allow patrons to ship the materials back to the library under the IDS consortium rates.

Please briefly describe the importance of these outcomes and findings for future program planning:

The IDS Board of Directors along with management services have been monitoring shipping statistics with the advent of digital materials. The data consistently shows that the movement of physical materials remains important to libraries and their patrons. 2019 - 469,655 packages, 63% savings or \$3,219,599 in shipping costs 2020 - 223,104 packages, 64% savings or \$1,755,763.58 in shipping costs 2021 - 303,775 packages, 64% savings or 2,509,944.61 in shipping costs 2022 - 325,826 packages, 52% savings or \$2,461,788.27 in shipping costs 2023 - 346,406 packages, 47% savings or \$2,587,431.13 in shipping costs

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

The various pilots that IDS has run over the past 7 years have consistently shown the Board and management services that IDS needs to remain responsive to the ever-changing profile of patrons and member delivery service needs. The data also shows that IDS has saved a considerable amount of shipping charges for its membership, allowing members to maintain high-quality service to their patrons.

Do you anticipate continuing this project after the current reporting period ends: Yes

Do you anticipate any change in level of effort in managing this project: Yes

Explain:

In March 2022, IDS saw a significant increase in shipping costs with UPS. The IDS Board has been balancing the management of our reserve funds with an increase in member fees. IDS secured a pricing agreement with FedEx that we hope will lower our shipping costs. In February 2024, IDS began a pilot project to have pilot libraries ship with FedEx so that we could collect cost data and understand the customer service experience. The pilot has been successful so far but has required additional efforts towards the project.

Do you anticipate changing the types of activities and objectives addressed by the project: No

Explain:

Was an evaluation conducted for this project: No

Was a final written evaluation report produced: No

Can the final written evaluation report be shared publicly on the IMLS website: No

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator: Third-Party

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

Other:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

Exemplary: No

Project Tags:

Match Only: Library of Accessible Media for Pennsylvanians

G2S Project Code: 2023-PA-93720

State: Pennsylvania

Fiscal Year: 2023

Grantee: Pennsylvania Office of Commonwealth Libraries

Director Name: Kris LaVanish

Director Phone: (717) 783-6918

Director Email: krlavanish@pa.gov

State Project Code:**Start Date:** 07/01/2023**End Date:** 06/30/2024**State Goal:** Statewide Infrastructure

Project Description: The Library of Accessible Media for Pennsylvanians (LAMP) provided a program to Pennsylvania residents who are blind, physically or cognitively impaired, and unable to hold a book or turn its pages. Services were provided either in person, by phone, mail, or by digital download from two designated National Library Service regional libraries for the blind and print disabled, administered by the Carnegie Library of Pittsburgh and the Free Library of Philadelphia. Materials were available in multiple formats, such as braille, digital audio recording cartridges, recordings available by download via the Braille and Audio Recording Download (BARD) service, audio described videos or in large print. All services were offered free of charge.

LSTA: \$0.00**MATCH-State:** \$2,538,406.53**MATCH-Other:** \$0.00**Total:** \$2,538,406.53**Improve users' ability to obtain and/or use information resources.**

Arts, Culture & Humanities

Literacy

Activity Details**Title:** Circulation

Narrative: LAMP's objective is to ensure people who don't have or lose access to the printed word can "Read For Life." This was accomplished through the circulation of free materials in accessible formats to patrons of all ages throughout Pennsylvania with qualifying print disabilities. LAMP augments services available to Pennsylvanians with print disabilities by loaning materials by loaning materials outside of the traditional National Library Service program such as large print books, audio-described DVD's, Wifi hotspots and braille and tactile early and school-age literacy kits. Additionally, LAMP provided registered users of their services free access to Bookshare, a database of over one million accessible titles across a range of print disabilities. LAMP provided access and technical support throughout Pennsylvania to patrons who utilized BARD (Braille and Audio Reading Download).

Intent: Improve users' ability to obtain and/or use information resources.**Activity:** Content**Mode:** Lending**Format:** Combined physical & digital**Quantity****Total number of items circulated:** 1,341,536**Average number of items circulated / month:** 111,795**Total number of ILL transactions:** 0**Average number of ILL transactions / month:** 0**Partner Information****Organization Type of Partner Organization(s):****Libraries:** No**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** No**For a targeted group or for the general population:** Targeted**Geographic community of the targeted group:** Urban

Suburban

Rural

For what age groups: All Ages**For what economic types:** Economic Not Applicable**For what ethnicity types:** Ethnicity Not Applicable**Is the activity directed at families:** No**Is the activity directed at intergenerational groups:** No**Is the activity directed at immigrants/refugees:** No**Is the activity directed at those with disabilities:** Yes**Limited functional literacy or informational skills:** No**Is the activity category not already captured:** No**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 457

Academic Libraries: 0

SLAA: 1

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Activity Details**Title:** Digital Content Creation

Narrative: Produced original interviews with Pennsylvania veterans and recordings of books, for all ages of readers, of specific interest to Pennsylvanians or books by Pennsylvanians.

Intent: Improve users' ability to obtain and/or use information resources.

Activity: Content
Mode: Creation
Format: Digital

Quantity

Number of items digitized: 53
Number of items digitized and available to the public: 53
Number of physical items: 0
Number of open-source applications/software/systems: 0
Number of proprietary applications/software/systems: 0
Number of learning resources (e.g. toolkits, guides): 0
Number of plans/frameworks: 0

Partner Information**Organization Type of Partner Organization(s):**

Libraries: No
Historical Societies or Organizations: No
Museums: No
Archives: No
Cultural Heritage Organization Multi-type: No
Preschools: No
Schools: No
Adult Education: No
Human Service Organizations: No
Other: No

Legal Type of Partner Organization(s):

Federal Government: No
State Government: No
Local Government (excluding school districts): No
School District: No
Non-Profit: No
Private Sector: No
Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: No
For a targeted group or for the general population: Targeted
Geographic community of the targeted group: Urban
 Suburban
 Rural
For what age groups: All Ages
For what economic types: Economic Not Applicable
For what ethnicity types: Ethnicity Not Applicable
Is the activity directed at families: No
Is the activity directed at intergenerational groups: No
Is the activity directed at immigrants/refugees: No
Is the activity directed at those with disabilities: Yes
Limited functional literacy or informational skills: No
Is the activity category not already captured: Yes: Veterans

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 457
Academic Libraries: 0
SLAA: 1
Consortia: 0
Special Libraries: 0
School Libraries: 0
Other: 0

Activity Details

Title: Consultation and Reference Services

Narrative: The Libraries for the Blind and Physically Handicapped (LBPH) provided reference and consultation services to library users, especially in the area of readers advisory services and technology support. LBPH Philadelphia provided in-person consultation services via a number of educational/outreach fairs.

Intent: Improve users' ability to obtain and/or use information resources.

Activity: Instruction

Mode: Consultation/drop-in/referral

Format: Combined in-person & virtual

Quantity

Total number of consultation/reference transactions: 69,827
Average number of consultation/reference transactions per month: 5,819

Partner Information**Organization Type of Partner Organization(s):**

Libraries: No
Historical Societies or Organizations: No
Museums: No
Archives: No
Cultural Heritage Organization Multi-type: No
Preschools: No
Schools: No
Adult Education: No
Human Service Organizations: No
Other: No

Legal Type of Partner Organization(s):

Federal Government: No
State Government: No
Local Government (excluding school districts): No
School District: No
Non-Profit: No
Private Sector: No
Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: No
For a targeted group or for the general population: Targeted
Geographic community of the targeted group: Urban
 Suburban

Rural

For what age groups: All Ages**For what economic types:** Economic Not Applicable**For what ethnicity types:** Ethnicity Not Applicable**Is the activity directed at families:** No**Is the activity directed at intergenerational groups:** No**Is the activity directed at immigrants/refugees:** No**Is the activity directed at those with disabilities:** Yes**Limited functional literacy or informational skills:** No**Is the activity category not already captured:** No**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 457

Academic Libraries: 0

SLAA: 1

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Activity Details**Title:** Programs**Narrative:** Through virtual and in-person programs, LAMP seeks to further its mission, promote services to those who need them and build community around equitable access to literacy.**Intent:** Improve users' ability to obtain and/or use information resources.**Activity:** Instruction**Mode:** Presentation/performance**Format:** Combined in-person & virtual**Quantity****Presentation/performance length (minutes):** 60**Number of presentations/performances administered:** 79**Average number in attendance per session:** 11**Partner Information****Organization Type of Partner Organization(s):****Libraries:** No**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** No**For a targeted group or for the general population:** Targeted**Geographic community of the targeted group:** Urban

Suburban

Rural

For what age groups: All Ages**For what economic types:** Economic Not Applicable**For what ethnicity types:** Ethnicity Not Applicable**Is the activity directed at families:** No**Is the activity directed at intergenerational groups:** No**Is the activity directed at immigrants/refugees:** No**Is the activity directed at those with disabilities:** Yes**Limited functional literacy or informational skills:** No**Is the activity category not already captured:** No**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 457

Academic Libraries: 0

SLAA: 1

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Project Outcomes**List any important outcomes or findings not previously reported:****Please briefly describe the importance of these outcomes and findings for future program planning:****Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:**

Do you anticipate continuing this project after the current reporting period ends: Yes

Do you anticipate any change in level of effort in managing this project: No

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project: No

Explain:

Was an evaluation conducted for this project: No

Was a final written evaluation report produced: No

Can the final written evaluation report be shared publicly on the IMLS website: No

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator: Third-Party

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

Other:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

Exemplary: No

Project Tags: LAMP, Print-disabled, Blind

Pennsylvania Integrated Library System (PaILS)

G2S Project Code: 2023-PA-93721

State: Pennsylvania

Fiscal Year: 2023

Grantee: Pennsylvania Integrated Library System

Director Name: Catherine Greenleaf Martin

Director Phone: 7178739461

Director Email: kgm@sparkpa.org

State Project Code:

Start Date: 10/01/2023

End Date: 09/30/2024

State Goal: Statewide Infrastructure

Project Description: The Pennsylvania Integrated Library System Consortium (PaILS) provides access to a low cost yet highly robust and customizable integrated library system (ILS). Member libraries are provided with a system giving staff and library patrons such operational and lending functions as cataloging, placing and checking out holds, processing interlibrary loans, and searching the SPARK catalog. SPARK is the open-source integrated library system built on the Evergreen platform. At the end of this program year, there are 185 library locations throughout the state using SPARK to provide library services to patrons.

LSTA: \$507,128.00

MATCH-State: \$0.00

MATCH-Other: \$113,087.00

Total: \$620,215.00

Improve library operations.

Library Infrastructure & Capacity
Systems & Technologies

Activity Details

Title: SPARK Statewide Lending Activity

Narrative: During fiscal year October 2023-September 2024, SPARK libraries checked out 7,560,576 items to users. 324,522 new items were added to the catalog. 27,686 interlibrary loans (ILLs) were provided to SPARK patrons, with an additional 34,791 ILLs to non-affiliated libraries with resource-sharing agreements within SPARK. The system generated 1,316,790 transits between SPARK libraries. 29 new library locations migrated to the SPARK consortium, increasing both the population served and the number of items available in the catalog. The automatic renewal of checked out items is an optional feature for libraries. The total of these renewals exceeded 165,000 monthly by the end of the program year.

Intent: Improve library operations.

Activity: Content

Mode: Lending

Format: Physical

Quantity

Total number of items circulated: 7,560,576

Average number of items circulated / month: 630,048

Total number of ILL transactions: 62,477

Average number of ILL transactions / month: 5,206

Partner Information

Organization Type of Partner Organization(s):

Libraries: No

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 180
Academic Libraries: 1
SLAA: 0
Consortia: 0
Special Libraries: 1
School Libraries: 3
Other: 0

Question 1: I am satisfied that the resource is meeting library needs.

Strongly Agree: 0
Agree: 0
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0

Question 2: Applying the resource will help improve library services to the public.

Strongly Agree: 0
Agree: 0
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0

Activity Details

Title: Support Services

Narrative: PaLLS procured annual membership to the Evergreen Community Development Initiative, annual hosting and support from Equinox Open Library Initiative, and migration services for libraries joining the consortium. PaLLS developed software projects such as integration of the Quipu ecard registration product and a text messaging service with the ILS, and improvements to circulation, hold management, and database quality. PaLLS secured access to high-quality catalog records, and catalog enrichment services. PaLLS purchased subscriptions to manage password security and offer helpdesk service, staff cellular phone service, and costs of grant administration and payroll services.

Intent: Improve library operations.

Activity: Procurement

Mode:

Format:

Quantity

Number of equipment acquired: 0
Number of acquired equipment used: 0
Number of hardware items acquired: 0
Number of acquired hardware items used: 0
Number of software items acquired: 13
Number of acquired software items used: 13
Number of materials/supplies acquired: 0
Number of acquired materials/supplies used: 0

Partner Information

Organization Type of Partner Organization(s):

Libraries: No
Historical Societies or Organizations: No
Museums: No
Archives: No
Cultural Heritage Organization Multi-type: No
Preschools: No
Schools: No
Adult Education: No
Human Service Organizations: No
Other: No

Legal Type of Partner Organization(s):

Federal Government: No
State Government: No
Local Government (excluding school districts): No
School District: No
Non-Profit: No
Private Sector: No
Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 180
Academic Libraries: 1
SLAA: 0
Consortia: 0
Special Libraries: 1
School Libraries: 3
Other: 0

Activity Details

Title: SPARK & Evergreen Instruction

Narrative: All 23 locations in the Berks County Library System joined SPARK and Mary S Biesecker Public Library in Somerset, PA. Training was provided both before and after the migration to teach library staff all Evergreen modules. Training was led by PaLLS and Equinox Open

Library Initiative staff. Attendees were asked to complete a survey afterward. Staff were given the knowledge and confidence required to succeed with this software which is used in their work everyday.

Intent: Improve library operations.

Activity: Instruction

Mode: Program

Format: Combined in-person & virtual

Quantity

Session length (minutes): 135

Number of sessions in program: 21

Average number in attendance per session: 12

Number of times program administered: 2

Partner Information

Organization Type of Partner Organization(s):

Libraries: No

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: No

Specific Locations: Yes

Name: BERNVILLE AREA COMMUNITY LIB

Address: 6721 BERNVILLE RD.

City: BERNVILLE

State: PA

Zip: 19506

Name: BETHEL TULPEHOCKEN PUBLIC LIBRARY

Address: 8601 LANCASTER AVE

City: BETHEL

State: PA

Zip: 19507

Name: BOONE AREA LIBRARY

Address: 129 N. MILL ST.

City: BIRDSBORO

State: PA

Zip: 19508

Name: BOYERTOWN COMMUNITY LIBRARY

Address: 29 E PHILADELPHIA AVE

City: BOYERTOWN

State: PA

Zip: 19512

Name: BRANDYWINE COMMUNITY LIBRARY

Address: 60 TOWER DRIVE

City: TOPTON

State: PA

Zip: 19562

Name: EXETER COMMUNITY LIBRARY

Address: 4569 PRESTWICK DRIVE

City: READING

State: PA

Zip: 19606

Name: FLEETWOOD AREA PUBLIC LIBRARY

Address: 110 W ARCH ST

City: FLEETWOOD

State: PA

Zip: 19522

Name: HAMBURG PUBLIC LIBRARY

Address: 35 NORTH 3RD ST

City: HAMBURG

State: PA

Zip: 19526

Name: KUTZTOWN COMMUNITY LIBRARY

Address: 70 BIEBER ALLEY

City: KUTZTOWN

State: PA

Zip: 19530

Name: MARY S BIESECKER PUB LIBRARY

Address: 230 S ROSINA AVE

City: SOMERSET

State: PA

Zip: 15501

Name: MIFFLIN COMMUNITY LIBRARY
 Address: 6 PHILADELPHIA AVE.
 City: SHILLINGTON
 State: PA
 Zip: 19607

Name: MUHLENBERG COMMUNITY LIBRARY
 Address: 3612 KUTZTOWN RD
 City: LAURELDALE
 State: PA
 Zip: 19605

Name: Reading Area Community College
 Address: 10 S Second St
 City: Reading
 State: PA
 Zip: 19603-1706

Name: READING PUBLIC LIBRARY
 Address: 100 S. 5TH STREET
 City: READING
 State: PA
 Zip: 19602

Name: ROBESONIA COMMUNITY LIBRARY
 Address: 75-A SOUTH BROOKE ST
 City: ROBESONIA
 State: PA
 Zip: 19551

Name: SCHUYLKILL VALLEY COMMUNITY LIBRARY
 Address: 1310 WASHINGTON RD
 City: LEESPORT
 State: PA
 Zip: 19533

Name: SINKING SPRING PUBLIC LIBRARY
 Address: 3940 PENN AVE
 City: SINKING SPRING
 State: PA
 Zip: 19608

Name: SPRING TOWNSHIP LIBRARY
 Address: 78-C COMMERCE DRIVE
 City: WYOMISSING
 State: PA
 Zip: 19610

Name: VILLAGE LIBRARY OF MORGANTOWN
 Address: 207 N. WALNUT STREET
 City: MORGANTOWN
 State: PA
 Zip: 19543

Name: WERNERSVILLE PUBLIC LIBRARY
 Address: 100 NORTH REBER STREET
 City: WERNERSVILLE
 State: PA
 Zip: 19565

Name: WOMELSDORF COMMUNITY LIBRARY
 Address: 203 W HIGH ST
 City: WOMELSDORF
 State: PA
 Zip: 19567

Question 1: I learned something by participating in this library activity.

Strongly Agree: 7
 Agree: 7
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 5
 Agree: 7
 Neither Agree nor Disagree: 2
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 5
 Agree: 8
 Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 5
 Agree: 8
 Neither Agree nor Disagree: 1
 Disagree: 0

Strongly Disagree: 0

Non-Response: 0 **Project Outcomes****List any important outcomes or findings not previously reported:**

In this program year, PaLS supported libraries and their users through ILS infrastructure. PaLS continued to identify and implement improvements to enhance staff and user experience. Libraries were empowered to better serve users in their communities, supporting goals of equity, belonging, and inclusion through efficient technology as well as time saved through its use. PaLS saw an increase in help desk tickets and received positive satisfaction from users through their effective responsiveness. 29 new library locations joined the consortium this year. Roll out of an integration between the ILS and the statewide interlibrary loan (ILL) system (AccessPA) was undertaken. This significantly reduced staff time in the ILL process. Development work began for electronic card registration using the system.

Please briefly describe the importance of these outcomes and findings for future program planning:

Having a reliable, robust and well-supported ILS system allows member libraries to improve end user experience. The growth of the SPARK member base has led to increased availability of resource sharing, supported by the ILS. Both front end library users and library staff operations benefit from the technical functionality of the system, allowing increased communication with patrons.

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Libraries require support and encouragement to implement best practices. Library efficiency and service to patrons are improved by helping members with negotiating resource sharing agreements and by providing support or training for system operations and new features. The need for libraries to assist populations beyond those who have access to the building has been identified.

Do you anticipate continuing this project after the current reporting period ends: Yes

Do you anticipate any change in level of effort in managing this project: Yes

Explain:

PaLS members provide local matching in the form of membership fees. These fees support the consortium, which continues to grow as new libraries join. Continued LSTA investment s crucial to providing excellent support and system development without prohibitive cost increases in membership fees.

Do you anticipate changing the types of activities and objectives addressed by the project: No

Explain:

Was an evaluation conducted for this project: Yes

Was a final written evaluation report produced: Yes

Can the final written evaluation report be shared publicly on the IMLS website: No

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator: Project Staff

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

Other:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

Exemplary: No

Project Tags: open source software, integrated library system, resource sharing

College and Research Professional Development

G2S Project Code: 2023-PA-93722

State: Pennsylvania

Fiscal Year: 2023

Grantee: Pennsylvania Library Association

Director Name: Christi Buker

Director Phone: 7177667663

Director Email: christi@palibraries.org

State Project Code:

Start Date: 10/01/2023

End Date: 09/30/2024

State Goal: Libraries integral to the lifelong educational ecosystem

Project Description: The LSTA Grant supports professional development opportunities administered by the College & Research Division (CRD) of the Pennsylvania Library Association (PaLA) for academic librarians – academic library focused sessions as well academic library presenters. Professional development is costly and funds available from individual libraries are limited. The PaLA Annual Conference, the CRD Annual Workshop, and CRD's monthly Connect & Communicate Series features national and regionally known speakers that provide strategies librarians can implement to better serve the academic communities they serve. Using grant funding to bring in speakers allows academic librarians to participate in innovative learning experiences that they might be otherwise unable to afford. In addition to statewide events, grant funds are awarded to regional chapters to support local professional development events. Topics this year have included disability inclusion, gamification, intellectual freedom, outreach initiatives, textual analysis, information literacy instruction, student perception, and generative artificial intelligence.

LSTA: \$25,446.70

MATCH-State: \$0.00

MATCH-Other: \$7,387.00

Total: \$32,833.70

Improve the library workforce.

Library Infrastructure & Capacity

Continuing Education and Staff Development

Activity Details

Title: Connect & Communicate Speaker Series

Narrative: Having accessible, high-quality professional development programs is key to maintaining a robust academic library community in Pennsylvania. The Connect & Communicate Series provided semi-monthly one-hour sessions on a variety of topics related to librarianship and provided a forum for discussion as well. The following Connect & Communicate programs were held: Multiverse of One-Shots: Expanding First Year Information Literacy Instruction Across the Curriculum presented by Cecelia Lasley, Disability in Academic Libraries: Moving from Accessibility to Inclusion presented by Katie Quirin Manwiller, Engagement & Community Among Student Workers: A Library Success Story presented by Kim Karim, We Can Do It Ourselves: Exploring the Foundations of DIY Culture and Zines for Academic Libraries presented by Carmen Cole, An Overview of Federal Legal Research for General Academic Librarians presented by Peter Eglar, and Advocating for Leisure

Reading in Your Academic Collection presented by Monica Gingerich, Emily Rimland, and Katie O'Hara-Krebs.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: Virtual

Quantity

Session length (minutes): 60

Number of sessions in program: 1

Average number in attendance per session: 54

Number of times program administered: 6

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0

Academic Libraries: 65

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 53

Agree: 33

Neither Agree nor Disagree: 9

Disagree: 1

Strongly Disagree: 0

Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 37

Agree: 42

Neither Agree nor Disagree: 13

Disagree: 3

Strongly Disagree: 0

Non-Response: 1

Question 3: I intend to apply what I just learned.

Strongly Agree: 38

Agree: 39

Neither Agree nor Disagree: 18

Disagree: 1

Strongly Disagree: 0

Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 43

Agree: 41

Neither Agree nor Disagree: 12

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Activity Details

Title: Southeast Chapter Workshop

Narrative: Exploring Artificial Intelligence & PA Libraries" was an in-person workshop attended by 62 individuals including 10 from academic institutions. The program had two primary keynote speakers, Dr. Scott Hand, Director of Technology Innovation and Instructional Design at Radnor Township School District, and Jim Craner, Library Technologist at The Galecia Group. After these key presentations, a panel with PA libraries included a community college librarian, a high school librarian, and a public library system network technician to consider how each entity was using AI, considering policies and trainings around AI. In the afternoon, attendees could attend two of three concurrent round table options including an AI petting zoo. The final part of the day was a tour of the library and unconference style conversations for a total of 3.5 hours of continuing education for attendees.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: In-person

Quantity

Session length (minutes): 45

Number of sessions in program: 5
Average number in attendance per session: 60
Number of times program administered: 1

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0

Academic Libraries: 10

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 19

Agree: 5

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 8

Agree: 14

Neither Agree nor Disagree: 2

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 12

Agree: 11

Neither Agree nor Disagree: 1

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 14

Agree: 8

Neither Agree nor Disagree: 2

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Activity Details

Title: Juniata Conemaugh Chapter Spring Workshop

Narrative: The College and Research Division supported the Juniata Conemaugh Chapter workshop that collaborated with the Teaching, Learning, and Technology Round Table. The workshop was held on May 14, 2024 at the Maker Commons inside the Penn State University Libraries. Attendees learned how to use free Adobe Software (Express, Firefly) including AI image assistance, select correct materials for dye-sublimation projects, and understand how maker spaces engage creativity across all learning stages. A tour of the full Maker Commons showed how an academic library uses maker spaces for students and lessons and best practices for using various technologies.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: In-person

Quantity

Session length (minutes): 60

Number of sessions in program: 3

Average number in attendance per session: 15

Number of times program administered: 1

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Legal Type of Partner Organization(s):

Federal Government: No

Archives: No
Cultural Heritage Organization Multi-type: No
Preschools: No
Schools: No
Adult Education: No
Human Service Organizations: No
Other: No

State Government: No
Local Government (excluding school districts): No
School District: No
Non-Profit: No
Private Sector: No
Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes
For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes
Specific Locations: No

Library Types

Public Libraries: 6
 Academic Libraries: 8
 SLAA: 0
 Consortia: 0
 Special Libraries: 0
 School Libraries: 0
 Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 11
 Agree: 1
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 4
 Agree: 8
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 3
 Agree: 9
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 2
 Agree: 8
 Neither Agree nor Disagree: 2
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Activity Details

Title: Annual Conference: College & Research Division

Narrative: College & Research Division keynote session presenter: Dr. Abigail Phillips, Assistant Professor in the School of Information Studies, University of Wisconsin-Milwaukee, presented, "Facing a Troubled Library Landscape: Seeking More Compassionate and Empathetic Library Work for All." 11 professional development breakout sessions with academic presenters and content were supported with grant funds for speaker fees and related facility and audio-visual expenses. Additionally, academic librarians volunteered as session moderators. Sessions presented: A Beginner's Practical Guide to Textual Analysis Research: What It Is and How to Do It, A Heist in the Stacks: Tabletop Gaming Events with One-Page RPGs, Data Literacy for Information Professionals, Epistemic Vaccination: Inoculation Theory and Misinformation, Help! Inclusion is Important, But How Do I Actually Improve My Library?, Hidden Histories: Digitizing the Black History and Visual Culture Collection, Improving Town & Gown Relations through a Social Justice Book Club, Rising to the Challenge: Exposing Extremist Tactics to Defend Intellectual Freedom, Serving Those Who Served: Reaching Out and Engaging Veterans in Your Community, Understanding Student Perception of LibGuides and LibAnswers FAQ Design and Content, What does Outreach look like in Academic Libraries?

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: In-person

Quantity

Session length (minutes): 60

Number of sessions in program: 12

Average number in attendance per session: 42

Number of times program administered: 1

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Schools: No
Adult Education: No
Human Service Organizations: No
Other: No

Non-Profit: No
Private Sector: No
Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes
For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0
 Academic Libraries: 0
 SLAA: 0
 Consortia: 0
 Special Libraries: 0
 School Libraries: 0
 Other: 1

Question 1: I learned something by participating in this library activity.

Strongly Agree: 106
 Agree: 59
 Neither Agree nor Disagree: 17
 Disagree: 8
 Strongly Disagree: 6
 Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 77
 Agree: 63
 Neither Agree nor Disagree: 28
 Disagree: 12
 Strongly Disagree: 5
 Non-Response: 11

Question 3: I intend to apply what I just learned.

Strongly Agree: 84
 Agree: 58
 Neither Agree nor Disagree: 38
 Disagree: 6
 Strongly Disagree: 6
 Non-Response: 4

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 97
 Agree: 51
 Neither Agree nor Disagree: 27
 Disagree: 7
 Strongly Disagree: 7
 Non-Response: 7

Activity Details

Title: CRD Spring Workshop

Narrative: The CRD Spring Workshop was held May 1st and ran from 9:00 a.m. to 12:20 p.m. over Zoom. The theme was artificial intelligence in libraries with four different sessions. Three were presentations on different aspects of the ways that artificial intelligence is impacting libraries. One presenter looked at AI and financial literacy, another at AI research tools, and another showed how their library facilitated discussion about AI on their campus. The fourth session was a round table discussion that offered attendees a chance to offer their own thoughts on AI.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: Virtual

Quantity

Session length (minutes): 45

Number of sessions in program: 4

Average number in attendance per session: 55

Number of times program administered: 1

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 5
 Academic Libraries: 48
 SLAA: 0
 Consortia: 0
 Special Libraries: 0
 School Libraries: 0
 Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 15
 Agree: 5
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 8
 Agree: 8
 Neither Agree nor Disagree: 4
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 11
 Agree: 7
 Neither Agree nor Disagree: 2
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 10
 Agree: 9
 Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Project Outcomes

List any important outcomes or findings not previously reported:

The primary outcome of this project is to increase the opportunities for academic librarians to access high-quality, relevant professional development, as well as increasing their ability to access this development through reduced costs and increased accessibility. The College and Research Division (CRD) recognizes that both in-person and virtual programming have their benefits and strives to provide a balance in programming opportunities. In-person meetings allow for deeper collaboration and networking opportunities, while virtual programming affords librarians from across the state learning opportunities regardless of travel and time restrictions.

Please briefly describe the importance of these outcomes and findings for future program planning:

Virtual programming such as the CRD Annual Workshop and the Connect & Communicate series continue to be valued when well-planned and executed. In person professional development, such as sponsored breakout sessions at the PaLA Annual Conference and local events hosted by regional chapters have given librarians across the state opportunities to connect face-to-face. Support for PA academic librarians also enhances their individual professional development and work toward tenure, while strengthening PA libraries of all types through their presentations. There has been a trend of conference and workshop proposals by academic librarians for technology-based training (generative AI, outreach tools, textual analysis, data literacy) and inclusivity training, and outreach, that indicate continued interest in further education in these areas. The CRD will continue to research, plan, promote, and deliver professional development that meets the needs of the academic library community - both in terms of content and quality, and varying delivery methods to promote connection, affordability, and accessibility.

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

The use of grant funds to compensate PA academic librarian speakers for their presentations was well-received and allowed us to spotlight our own great work here in PA and how that can connect to other PA libraries. Using grant funds to bring in speakers from across the commonwealth and the country allowed participants to engage with concepts they may not have found otherwise. Virtual presentations reduce the travel expenses for both the presenters and the participants. However, many academic librarians are limited to engaging even in virtual events due to the normal expenses of workshop and conference registration requirements. Grant funds compensating speakers can be a way to help address these challenges.

Do you anticipate continuing this project after the current reporting period ends: Yes

Do you anticipate any change in level of effort in managing this project: No

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project: No

Explain:

Was an evaluation conducted for this project: No

Was a final written evaluation report produced: No

Can the final written evaluation report be shared publicly on the IMLS website: No

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator: Third-Party

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

Other:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

Exemplary: No

Project Tags: Academic libraries, professional development

Teen Reading Lounge

G2S Project Code: 2023-PA-93723

State: Pennsylvania

Fiscal Year: 2023

Grantee: Pennsylvania Humanities Council

Director Name: Julia Katz

Director Phone: (215) 925-1005

Director Email: jkatz@pahumanities.org

State Project Code:

Start Date: 10/01/2023

End Date: 09/30/2024

State Goal: Libraries as Community Catalysts

Project Description: In FY 23, PA Humanities' (PAH) impactful programming led to positive outcomes for youth ages 13-18 and their communities, engaging nearly 300 youth across the state. The Teen Reading Lounge (TRL) program took place in five libraries. TRL helped libraries and out-of-school time (OST) providers deliver interactive programming that encouraged teens to use the humanities to discuss and understand how they interact with the world, building a community of well-informed, highly engaged adults. PAH also hosted its second year of the Youth-Led Humanities (YLH) program, which helped nine libraries and four OST providers create "sustainable youth-led humanities programming and engagement" that is informed by 10 years of TRL best practices, including 2022 stakeholder focus groups. PAH also offered 10 well-received professional development sessions for library and OST staff on best practices for provision of youth humanities programming, giving program leaders opportunities to collaborate.

LSTA: \$190,001.83

MATCH-State: \$0.00

MATCH-Other: \$0.00

Total: \$190,001.83

Improve users' ability to converse in community conversations around topics of concern.

Education

After-school activities

Activity Details

Title: Teen Reading Lounge/Youth Led Humanities Communities of Practice Calls

Narrative: In FY 23, PAH held 8 Community of Practice calls to build the capacity of libraries and OST programs to sustain humanities learning. Community of Practice calls gave leaders opportunities to discuss successes and challenges with one another. Calls covered topics relevant to programming, such as Hart's Ladder of Participation, how to have difficult conversations, and discussing current events with teens. PA Humanities staff also provided administrative information to participants during the calls. Program implementation surveys were administered to leaders at the program year midpoint and year end to gather program leaders feedback. Survey results indicate that program leaders appreciated the opportunity to connect with their peers and to share best practices, successes, and challenges. As one survey respondent shared: "...being able to connect and share resources / support is fabulous. It's so refreshing to be part of a cohort that incorporates grounding, mindfulness, and collaboration."

Intent: Improve users' ability to converse in community conversations around topics of concern.

Activity: Instruction

Mode: Program

Format: Virtual

Quantity

Session length (minutes): 90

Number of sessions in program: 8

Average number in attendance per session: 8

Number of times program administered: 1

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 14

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 4

Question 1: I learned something by participating in this library activity.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Activity Details**Title:** Teen Reading Lounge/Youth Led Humanities

Narrative: In FY 23, 18 organizations operated TRL or YLH program across the state. Five were libraries providing TRL programming that had implemented TRL previously. Thirteen sites operated YLH programs: 9 libraries and 4 out-of-school time (OST) providers. TRL and YLH sites designed their programs to meet the needs of their organizational and community needs, and so offered a range of sessions. Grounded in positive youth development research, TRL believes that young people must take an active role in their learning. PAH designed the TRL and YLH models to support positive youth development by leveraging supportive relationships that help participants develop critical skills such as collaboration, communication, critical thinking, and leadership. A total of 279 teens participated in either TRL (42) or YLH (237). Past evaluations demonstrate that a core group that consistently attends is invaluable to program success, allowing teens to build relationships and participate in longer-term projects.

Intent: Improve users' ability to converse in community conversations around topics of concern.**Activity:** Instruction**Mode:** Program**Format:** In-person**Quantity****Session length (minutes):** 90**Number of sessions in program:** 251**Average number in attendance per session:** 8**Number of times program administered:** 18**Partner Information****Organization Type of Partner Organization(s):****Libraries:** Yes**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** No**For a targeted group or for the general population:** Targeted**Geographic community of the targeted group:** Urban

Suburban

Rural

For what age groups: 13-17 years**For what economic types:** Below Poverty**For what ethnicity types:** Asian

Black

Hispanic

Is the activity directed at families: No**Is the activity directed at intergenerational groups:** No**Is the activity directed at immigrants/refugees:** No**Is the activity directed at those with disabilities:** No**Limited functional literacy or informational skills:** No**Is the activity category not already captured:** No**Locale**

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 14
 Academic Libraries: 0
 SLAA: 0
 Consortia: 0
 Special Libraries: 0
 School Libraries: 0
 Other: 4

Question 1: I learned something by participating in this library activity.

Strongly Agree: 0
 Agree: 0
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 0
 Agree: 0
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 0
 Agree: 0
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 4: I am more aware of resources and services provided by the library.

Strongly Agree: 0
 Agree: 0
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 5: I am more likely to use other library resources and services.

Strongly Agree: 0
 Agree: 0
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Project Outcomes

List any important outcomes or findings not previously reported:

In 2023-24, PAH successfully achieved the objective of recruiting program participants who are diverse in race, gender, and socioeconomic status. Program sites recruited a diverse group of participants in their programs, which amplified the opportunity for empathy-building conversations. PAH successfully placed programming in lower income communities and worked to ensure that it was offered to a diverse range of minority students. There was a continued shift towards gender diversity within the program (17% non-cisgendered participants compared to 10% during the prior program year). Teen participants from both TRL and YLH shared overwhelmingly positive feedback about the programs. The majority of survey respondents indicated that they intend to apply what they learned and are more aware of other resources and services at their libraries. They also emphasized how the program helped them better understand other viewpoints, express their own thoughts and feelings, and to feel brave or more confident. Overall, feedback from program leaders was positive and reflected on how much they valued the opportunity to collaborate with teens. Program leaders shared that the best practices and skills they learned would be applied to improve the services and programs at their sites. Participants shared that professional development sessions gave them a better understanding of how to implement a successful program, increased their confidence in implementing youth programming. Details of this survey-gathered feedback and comparative outcomes for TRL and YLH are available in the attachments. As a youth-centered program, TRL youth selected texts to explore based on topics and issues they are interested in and participate in group discussions to explore these issues and link to community action. By extension, the goal of Youth-Led Humanities is to help partnering organizations move from youth-centered to youth-led programming, using the humanities to engage youth in meaningful ways that build their leadership skills in a welcoming, affirming, and inclusive environment. Examples of site activities include: Bradford Area Public Library: Teens selected a range of texts (The Great Pauline Fink by Ali Benjamin, Starfish by Lisa Fipps, Legend by Marie Lu, 1984 by George Orwell, Across the Desert by Dusti Bowling, Little Thieves by Margaret Owen) and held a Read-a-Thon on Martin Luther King Jr. Day. Greensburg Hempfield Area Library: Teens read The Graveyard Book by Neil Gaiman, then designed activities extending its themes including art experimentation with crayon rubbings, genealogy research skill-building, and a community "spooky tea party" that teens organized by committee. Cambria County Library: Teens chose and read Scythe by Neal Shusterman, which led to a formal discussion on concepts of death and immortality, with extension activities like creating their own scythes and robes. Teens are already planning future activities as they read subsequent texts. See Scranton Times article attached to final report for YLH activities at Abington Community Library.

Please briefly describe the importance of these outcomes and findings for future program planning:

The positive youth outcomes captured in the evaluation of PAH's 2023-24 efforts indicate that the TRL and YLH models support teens' positive development as they grow into young adults. The positive facilitator outcomes indicate that the TRL and YLH models create opportunities for both participants and facilitators to build community and learn with and from one another. The evaluation report provided specific evidence about the impact of the community of practice on youth serving practitioners and gave clear recommendations for how to support cohort members going forward, especially around the areas that need additional training and capacity building.

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

PAH reports that, for others wanting to adopt the model of youth engagement presented in TRL and YLH, this work will help meet the ongoing, statewide need to provide resources to librarians and other youth-serving practitioners, building a community of practice that empowers them to engage and respond to youth needs sustainably and equitably. One of the things TRL/YLH sites value most is the opportunity to connect with and learn from veteran sites. Sharing resources among a community of peers while also building skills is an important and necessary

balance to strike for a meaningful community of practice experience that ultimately improves program experiences for youth

Do you anticipate continuing this project after the current reporting period ends: Yes

Do you anticipate any change in level of effort in managing this project: Yes

Explain:

Next year we plan to be responsive to libraries needs by providing more support around recruitment, planning, and attendance. We will also incorporate Project READY trainers and veteran sites to make more systemic change in how libraries create belonging and inclusion for the youth they serve.

Do you anticipate changing the types of activities and objectives addressed by the project: No

Explain:

Was an evaluation conducted for this project: Yes

Was a final written evaluation report produced: Yes

Can the final written evaluation report be shared publicly on the IMLS website: Yes

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator: Third-Party

What data collection tools were used for any report outcomes and outputs:

Administrative Records

Review Surveys

Direct Observation

Interviews

Did you collect any media for the data:

Photos

What types of methods were used to analyze collected data:

Statistical Methods

Qualitative Methods

Other:

How were participants (or items) selected:

Census – We selected everyone (or every item).

What type of research design did you use to compare the value for any reported output or outcome:

No comparison for any reported output or outcome:

Exemplary: No

Project Tags:

School Librarians Leadership Development

G2S Project Code: 2023-PA-93724

State: Pennsylvania

Fiscal Year: 2023

Grantee: Pennsylvania School Librarians Association

Director Name: Aimee Emerson

Director Phone: 814-598-4147

Director Email: aemerson@psla.org

State Project Code:

Start Date: 10/01/2023

End Date: 09/30/2024

State Goal: Libraries integral to the lifelong educational ecosystem

Project Description: The Pennsylvania School Librarians Association (PSLA) provided professional development opportunities to its members focusing on its mission to Connect, to Communicate, and to Create Community. To Connect, six newsletters-News for PA School Librarians- were sent out to all Pennsylvania school librarians with the hope to keep our colleagues across the state informed about the added value of a PSLA membership, current events, important news, and available trainings to members and non-members. To Communicate, PSLA offered workshops and presentations centered around authors and illustrators, the PSLA Model Curriculum, addressing materials challenges, wellness and health. To Create Community, members engaged in two "One Book, One Association" book clubs centered around the books, When you Wonder, You're Learning, This is a School, and Louder than Hunger.

LSTA: \$82,397.65

MATCH-State: \$0.00

MATCH-Other: \$0.00

Total: \$82,397.65

Improve the library workforce.

Continuing Education and Staff Development

Activity Details

Title: PSLA Fall Spectacular Author Series

Narrative: Coordinated with The Author Village, this 10-night series of author pairings was designed exclusively for PSLA members. Members had an opportunity to engage, learn about the author's experiences and enjoy relaxing conversations. This provided members with an opportunity to expand their knowledge base and make connections for future author visits in their school libraries. Sixty PSLA Members registered for this series. Typical "live, in-person" participation was between 8-12 members. Each one-hour session was recorded and placed on Vimeo, which is password-protected. All registered members can view the videos for one year. The authors permitted the registered librarians to share the interviews with their students if they wished as well as share the information gleaned from the sessions. The author sessions included: Torrey Maldonado and Meg Medina, Matthew Cordell and Kevin Lewis, Tiffany Jewell and Kass Minor, Jasmine Warga and Brendan Kiely, Elana K. Arnold and Brandy Colbert, and Andrea Wang and Jason Chin.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Presentation/performance

Format: Virtual

Quantity

Presentation/performance length (minutes): 60

Number of presentations/performances administered: 6

Average number in attendance per session: 12

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0

Academic Libraries: 12

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Activity Details

Title: News for PA School Librarians

Narrative: The immediate past president worked with the LSTA Grant Coordinator on updating the contact list for each of the 500 PA school districts to better reach as many school librarians across the state. A new distribution sign up sheet has been created and continues to be monitored to ensure the correct person in each district is being reached. Information has been gathered by PSLA committee co-chairs and board members, Governor's Advisory Council (GAC) members, and Office of Commonwealth Libraries. The News is also sent through the SCHOOLS Listserv and through the PSLA Listserv. The newsletter issues of the newsletter were sent out at the end of each month and can be found at the links below.

Intent: Improve the library workforce.**Activity:** Content**Mode:** Creation**Format:** Digital**Quantity**

Number of items digitized: 0

Number of items digitized and available to the public: 0

Number of physical items: 0

Number of open-source applications/software/systems: 0

Number of proprietary applications/software/systems: 0

Number of learning resources (e.g. toolkits, guides): 4

Number of plans/frameworks: 0

Partner Information**Organization Type of Partner Organization(s):**

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Question 1: I am satisfied that the resource is meeting library needs.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 2: Applying the resource will help improve library services to the public.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Activity Details**Title:** Connections, Solutions, Initiatives Retreat

Narrative: A team of 10 PSLA members from across the state met in State College, PA in May 2024 with the intent to develop a new approach to statewide school librarian leadership. The retreat members decided to create a statewide Professional Learning Network/Community of Practice (COP). The hope is that this COP will invite more participation in the statewide school librarians network and restore community amongst this professional group. During the retreat, the group created a belief statement, developed logistics and protocol, created lists of facilitators, and a rollout plan. The need for this initiative arose during a 2024 PSLA Preconference, in which a vast majority of respondents indicated a desire for more regional training, more opportunity to connect in-person with local colleagues, more focus on education trends, and the opportunity to learn and grow professionally. This initiative will address many of those areas of need through professional development, community education and community engaged. Our hope is that this new initiative will impact the 500 school districts in PA and their thousands of students and faculty.

Intent: Improve the library workforce.**Activity:** Content**Mode:** Creation**Format:** Physical**Quantity****Number of items digitized:** 0**Number of items digitized and available to the public:** 0**Number of physical items:** 0**Number of open-source applications/software/systems:** 0**Number of proprietary applications/software/systems:** 0**Number of learning resources (e.g. toolkits, guides):** 0**Number of plans/frameworks:** 1**Partner Information****Organization Type of Partner Organization(s):****Libraries:** Yes**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** Yes**For a targeted group or for the general population:** General**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 0

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 10

Other: 0

Question 1: I am satisfied that the resource is meeting library needs.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 2: Applying the resource will help improve library services to the public.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Activity Details**Title:** One Book, One Association Book Club

Narrative: One Book, One Association Book Clubs are a popular program for Pennsylvania School Librarians. They have built community and encouraged communication and connections across the state. Many librarians have inquired about how to implement a similar book study in their own school communities, whether with their colleagues or their students. These book based conversations also help to keep participants

updated about current book trends and offerings for our schools. Logistical improvements were made to this program as well. PSLA began operating the membership online forum through Memberclicks. Additionally, using the new Vimeo account, PSLA now offers online recorded professional development that is self-paced and available behind a password-protected platform. There was an increase in membership due to this offering from the fall author series to the summer professional development.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: Virtual

Quantity

Session length (minutes): 60

Number of sessions in program: 2

Average number in attendance per session: 37

Number of times program administered: 1

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 37

Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 151

Agree: 23

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 141

Agree: 31

Neither Agree nor Disagree: 2

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 141

Agree: 32

Neither Agree nor Disagree: 1

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 146

Agree: 25

Neither Agree nor Disagree: 3

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Activity Details

Title: Zindzi Cresswell's Self-Paced Courses and Workbooks

Narrative: 28 PSLA members participated in a 3-day workshop hosted by Matt Finch and Zindzi Cresswell entitled Exploring the Work that Matters. Zindzi Cresswell developed two self-paced professional development series for PSLA members. These instructional videos (Exploring the Work that Matters and Scenario Planning) and self-guided workbooks contain approximately two hours of content each. The videos and workbooks are housed on the password-protected Vimeo site and are available to all members until June 2025.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Presentation/performance

Format: Virtual

Quantity

Presentation/performance length (minutes): 120

Number of presentations/performances administered: 2**Average number in attendance per session:** 10**Partner Information****Organization Type of Partner Organization(s):****Libraries:** Yes**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** Yes**For a targeted group or for the general population:** General**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 0

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 17

Other: 0

Activity Details**Title:** Addressing Materials Challenges with Bishop and Weeks

Narrative: 16 PSLA members registered for this two-part workshop created by Bishop and Weeks Communication Consulting for PSLA. Addressing Materials Challenges provided strategies to address challenges when they happen face-to-face or on the phone. This workshop included plenty of practice so that each participant could grow in confidence in addressing challenges. In addition, Bishop and Weeks encouraged participants to share their experiences and advice. The second part of the workshop focused on self-care strategies including mindfulness activities and group support. Due to relatively low attendance, PSLA is working with the consultants to refine the videos and discussion points and offer the course again at a more optimal time of the year. Timing is everything, and unfortunately, these workshops were held at the end of the school year. The end result of this workshop is less stress for the school librarians so that the focus can be on their students, on their practice in their school communities, and on their better overall mind and health.

Intent: Improve the library workforce.**Activity:** Instruction**Mode:** Program**Format:** Virtual**Quantity****Session length (minutes):** 120**Number of sessions in program:** 2**Average number in attendance per session:** 10**Number of times program administered:** 1**Partner Information****Organization Type of Partner Organization(s):****Libraries:** Yes**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** Yes**For a targeted group or for the general population:** General**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 0

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 10

Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 2

Agree: 2

Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 2
 Agree: 2
 Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 2
 Agree: 2
 Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 2
 Agree: 2
 Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Activity Details

Title: Exploring the Work that Matters

Narrative: On June 19 and June 26, 2024, 5 PSLA members from the original workshop regrouped to reflect on the past year, the work from last summer and its impact on this past school year, as well as imagine the future work that still needs to be accomplished for the school communities. In the first session, participants looked back at the past year together. They talked about what they strived to do, what went well, what was tough, and what they hoped to achieve next year. Participants celebrated successes, talked about common challenges faced, what learning they brought into r schools and started to plan for the future. In the second session attendees discussed the value, power, and meaning of the work done in libraries. They used an imagination practice to think about what's possible and then dug into what this meant in the next year and beyond.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: Virtual

Quantity

Session length (minutes): 90

Number of sessions in program: 2

Average number in attendance per session: 5

Number of times program administered: 1

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0
 Academic Libraries: 0
 SLAA: 0
 Consortia: 0
 Special Libraries: 0
 School Libraries: 7
 Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 3
 Agree: 0
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 3

Agree: 0
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 3
Agree: 0
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 3
Agree: 0
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0

Activity Details

Title: Model Curriculum Update

Narrative: At the pre-conference session on April 11, 2024, the model curriculum team delivered "Phase 5" of the Model Curriculum for Learners in PA School Libraries to 125 registered PSLA members. The team reviewed the history of the model curriculum, broke down each grade level band (AASL Framework), and showed one exemplar per grade band that each team had created. The team explained the learning plan template, and then broke off into each grade band helping the participants to create their own. Participants were asked to sit within their grade bands to be able to talk with other PSLA members from across the state, hear about others' curricula and units of study, and to help connect, communicate, and create community, our three grant initiatives. Participants were able to design solid learning plans prior to the conclusion of the workshop.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: In-person

Quantity

Session length (minutes): 180

Number of sessions in program: 1

Average number in attendance per session: 85

Number of times program administered: 2

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0
Academic Libraries: 0
SLAA: 0
Consortia: 0
Special Libraries: 0
School Libraries: 165
Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 47
Agree: 15
Neither Agree nor Disagree: 2
Disagree: 0
Strongly Disagree: 0
Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 40
Agree: 20
Neither Agree nor Disagree: 4
Disagree: 0
Strongly Disagree: 0
Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 40
 Agree: 21
 Neither Agree nor Disagree: 3
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 42
 Agree: 20
 Neither Agree nor Disagree: 2
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Project Outcomes

List any important outcomes or findings not previously reported:

The One Book, One Association book clubs only used Zoom as a platform. After the first book club this year (When You Wonder, You're Learning), registered members who could not attend the Zoom sessions asked if PSLA could host a book discussion in some type of forum. We were able to learn how to operate our membership online forum through Memberclicks and run it for the month of June with our Summer edition of One Book, One Association (This is a School and Louder than Hunger). Members had asked for more professional development centered around book challenges. We reached out to Bishop and Weeks Communications, and they provided two updated workshops. PSLA hopes to offer it again in the Fall since May was a very busy month for our members and attendance was low. Using the new Vimeo account, PSLA can now offer online recorded professional development that is self-paced and available behind a password-protected platform. There's been an increase in membership due to this offering from the fall author series to the summer professional development.

Please briefly describe the importance of these outcomes and findings for future program planning:

PSLA will continue to offer association book clubs. They have garnered much support and have been successful with author presentations, helping members plan similar events in their own school communities, and keeping updated on book trends. We will continue to focus on our members' physical and mental health by offering professional development and resources that relieve and discuss stress and self-care. PSLA can now offer recorded trainings behind a password-protected platform which will help to keep our content "safe" and guarantee that only members can access it. This should help to improve our membership numbers and show the added-value of our association.

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

PSLA members have consistently asked for Connection, Creating Community, and Communication, our three LSTA project goals. Through two planning retreats we were able to address these needs. Members wanted an update to the Model Curriculum for Learners in PA School Libraries. A Model Curriculum Update team was established, created and presented material at our pre-conference, and will continue to train our members across the state as needed. From the preconference LSTA grant survey, we realized members want and need to stay connected regionally. Another team met centrally in State College to plan a Cultivating Connections in a Solution-focused community through regional collaborative Initiative. This initiative will begin in the summer at our PSLA Summit and will begin the Fall 2024.

Do you anticipate continuing this project after the current reporting period ends: Yes

Do you anticipate any change in level of effort in managing this project: Yes

Explain:

Yes. PSLA plans to use regional trainings with various facilitators around the state to carry out each of these programs. LSTA funds will be used to scale up these newly created programs.

Do you anticipate changing the types of activities and objectives addressed by the project: Yes

Explain:

The three initiatives will remain the same--to Connect, to Communicate, and to Create Community; however, the activities and professional development opportunities will change based on PSLA members' needs and wants. We will continue to survey our members and listen to them.

Was an evaluation conducted for this project: Yes

Was a final written evaluation report produced: No

Can the final written evaluation report be shared publicly on the IMLS website: Yes

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator: Project Staff

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

Other:

How were participants (or items) selected:

Other:

What type of research design did you use to compare the value for any reported output or outcome:

Exemplary: No

Project Tags:

Project READY

G2S Project Code: 2023-PA-93725

State: Pennsylvania

Fiscal Year: 2023

Grantee: Pennsylvania Humanities Council

Director Name: Julia Katz

Director Phone: (215) 925-1005

Director Email: jkatz@pahamanities.org

State Project Code:

Start Date: 10/01/2023

End Date: 09/30/2024

State Goal: Libraries as Community Catalysts

Project Description: Project READY is a professional development program focused on racial equity in library services. It provides a safe space for library professionals to explore and apply racial equity principles, addressing the challenges associated with being a librarian committed to equity. The program emphasized the need for authentic exploration of professional and personal identities, offering support from a leadership team. Participants engaged in discussions and activities aimed at challenging long-standing beliefs and facilitating change in library communities. The curriculum included modules on racial equity, skill-building, and discomfort as a normal part of the learning process. It also encouraged participants to advocate for equity in their libraries and provided resources for facilitating discussions and activities related to

racial equity. The program empowered library professionals to create more inclusive library spaces specifically for black, indigenous, or youth of color (BIYOC).

LSTA: \$222,991.91

MATCH-State: \$0.00

MATCH-Other: \$0.00

Total: \$222,991.91

Improve the library workforce.

Other

Activity Details

Title: Project READY Community Culture Changers Convening

Narrative: The Pennsylvania Project READY team met at an in-person gathering (the second annual Community Culture Changers Convening, June 7-8, 2024) at Three Dots Downtown in State College, PA (see story attached to final report). At the convening, Project READY facilitators led workshops on implicit bias and microaggressions, and confronting colorblindness and neutrality. Their interactive presentations ignited curiosity and critical reflection on organizational policies and practices and sparked new ideas of what a more equitable and compassionate organizational culture could look and feel like for Black, Indigenous, and youth of color. Participants inquired about biases that might have impacted the experience of patrons and explored their roles as stewards of inclusive community spaces. The project evaluator also held a focus group to develop a logic model and key findings to support the project.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: In-person

Quantity

Session length (minutes): 480

Number of sessions in program: 1

Average number in attendance per session: 20

Number of times program administered: 1

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 12

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 1

Other: 1

Question 1: I learned something by participating in this library activity.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Activity Details**Title:** Project READY Community of Practice

Narrative: Project READY participants engaged in discussions and activities aimed at challenging long-standing beliefs and facilitating change in library communities. The curriculum included modules on racial equity knowledge, skill-building, and discomfort as a normal part of the learning process. The program empowered library professionals to create inclusive library spaces specifically for black, indigenous, or youth of color (BIYOC). The 2023-24 program year was the second of three for this cohort to complete the 27-module curriculum. Project READY provided a dedicated space for library professionals for support focused on racial equity. It was a safe space for participants to question their core beliefs around equity and the role of libraries, helping them to shift their understanding of what it means to be a librarian amid polarization, book banning, and the active marginalization of communities. The project helped participants develop professional identities as equity-focused librarians.

Intent: Improve the library workforce.**Activity:** Instruction**Mode:** Program**Format:** Virtual**Quantity****Session length (minutes):** 90**Number of sessions in program:** 12**Average number in attendance per session:** 8**Number of times program administered:** 1**Partner Information****Organization Type of Partner Organization(s):****Libraries:** Yes**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** Yes**For a targeted group or for the general population:** General**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 10

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 4

Agree: 3

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 5

Agree: 2

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 4

Agree: 3

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 7

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Project Outcomes**List any important outcomes or findings not previously reported:**

In the second of three years of the first cohort of Project READY, the group was trained in the middle nine modules of the twenty-seven-module course. Outcomes centered around the personal and professional growth participants experienced in incorporating principles of racial equity into their work. Key areas included: Application - Applying the knowledge gained to participants' view of and understanding of youth and

how to treat them equitably. Professional Identity Development - Participants highlighted tensions, responsibilities, and roles associated with being a librarian. Personal Identity Development - including grappling with the cognitive dissonance and discomfort associated with challenging their old, sometimes unexamined beliefs and ways of being with new information and experiences grounded in equity and racial identity development. Developing a compassionate and caring environment to create the appropriately contextualized environment needed to learn, explore, and enact personal and professional selves that are committed to equity. "I felt like when I stepped onto that Zoom, it's powerful. I felt supported. And I felt like someone said that we can talk about all the things we're struggling with in these library communities and we can get some positive feedback in real time." Responding to the anxiety experienced by participants as a result of the mental effort needed to embody equity principles through their actions while facilitating Project READY materials. "I need to, in my mind, make a distinction between preparedness and comfort. Because I feel prepared. But I don't feel comfortable." Finally, participants considered how contextual shifts impacted their work. Such shifts include the evolution of how libraries are used, i.e. they are no longer spaces exclusively for quiet and reading. External shifts were also discussed, such as shifting socio-political views regarding race, diversity, and equitable practices. Deeper outcomes can be found in the Project READY Logic Model and Focus Group Findings.

Please briefly describe the importance of these outcomes and findings for future program planning:

The reflections and conclusions that Project READY participants reached, as described in the outcomes section above, had important impacts on how they, as part of the library workforce, implement racially equitable practices in their libraries and in their community interactions.

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Providing a safe space - discussions of racial equity issues are complex and can be emotionally charged and draining. People need to feel safe, both personally and professionally, to express themselves, be heard and appreciate and integrate other's perspectives as they learn and grow. Participants expressed an eagerness to practice the skills and strategies they learned. However, planning those opportunities adequately is important. Library staff would also be receptive to separate projects that focus on other groups: "I would like to see similar projects that target other marginalized groups, because the purpose of Project READY is specifically focused on BIPOC. I think that that's important and I would like to see growth in ways that have similar projects that take into consideration LGBTQ populations, disabled populations, economically disadvantaged populations."

Do you anticipate continuing this project after the current reporting period ends: Yes

Do you anticipate any change in level of effort in managing this project: Yes

Explain:

With support from LSTA funding, we plan to continue with Project READY, concluding the final nine curricular modules with this cohort. Participants will expand their practice working with youth participating in out of school time humanities programs in library settings and other community spaces.

Do you anticipate changing the types of activities and objectives addressed by the project: No

Explain:

Was an evaluation conducted for this project: No

Was a final written evaluation report produced: No

Can the final written evaluation report be shared publicly on the IMLS website: No

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator: Third-Party

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

Other:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

Exemplary: Yes

Pennsylvania Project READY exemplifies culturally relevant, responsive, affirming, and sustaining library programs and services to young people. Through a commitment to equity, belonging, and inclusion, this project strengthens resources for, services to, and relationships with BIPOC youth and communities. The nurturing support participants receive in community of practice sessions gives them the skills to facilitate complex and courageous conversations about race and racism in library contexts. Through these sessions, staff hold time and space to intentionally discuss racial equity and transformational library culture to support greater community engagement and cultural humility.

Project Tags:

Access to Pennsylvania Resources

G2S Project Code: 2023-PA-93726

State: Pennsylvania

Fiscal Year: 2023

Grantee: Pennsylvania Office of Commonwealth Libraries

Director Name: Sarah Greene

Director Phone: (717) 783-5968

Director Email: saragreene@pa.gov

State Project Code:

Start Date: 10/01/2022

End Date: 09/30/2024

State Goal: Statewide Infrastructure

Project Description: This statewide project had several objectives: 1) To collect materials for Pennsylvania residents to use for research that were related to the Office of Commonwealth Libraries' Library Services and Technology Act Five-Year Plan priorities; 2) To continue to update a library-oriented "sandbox" and Makerspace that allowed library staff, educators, and elementary and secondary school students to learn about and try new technologies, especially in the areas of Science, Technology, Engineering, and Math (STEM); 3) To preserve the State Library's rare collections; and 4) To make rare, historic printed books, archives and manuscripts available to students, scholarly researchers, and Pennsylvania residents by digitizing the State Library's collections and uploading digitized items to a digital content management system that was freely accessible statewide and around the world.

LSTA: \$940,934.88

MATCH-State: \$0.00

MATCH-Other: \$0.00

Total: \$940,934.88

Improve users' ability to obtain and/or use information resources.

Government

Activity Details

Title: State Library Rare Collections

Narrative: Rare collection library materials were purchased to meet the information and research needs of state government agencies, plus the information and research needs of libraries and the public about Pennsylvania. Purchases support diversification of the collection into more modern collections that are more relevant and of more interest to today's user and other purchases reflect the goal of providing educational exemplars of items reflecting the history of the book and changes in technology that serve the goal of providing materials for lifelong adult learning.

Intent: Improve users' ability to obtain and/or use information resources.

Activity: Content

Mode: Acquisition

Format: Physical

Quantity

Number of hardware acquired: 0

Number of software acquired: 0

Number of licensed databases acquired: 0

Number of print materials (books & government documents) acquired: 53

Number of electronic materials acquired: 0

Number of audio/visual units (audio discs, talking books, other recordings) acquired: 0

Partner Information

Organization Type of Partner Organization(s):

Libraries: No

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: No

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0

Academic Libraries: 0

SLAA: 1

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Project Outcomes

List any important outcomes or findings not previously reported:

Please briefly describe the importance of these outcomes and findings for future program planning:

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Do you anticipate continuing this project after the current reporting period ends: No

Do you anticipate any change in level of effort in managing this project: No

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project: No

Explain:

Was an evaluation conducted for this project: No

Was a final written evaluation report produced: No

Can the final written evaluation report be shared publicly on the IMLS website: No

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator: Third-Party

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

Other:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

Exemplary: No

Project Tags:

Professional Development

G2S Project Code: 2023-PA-93727

State: Pennsylvania

Fiscal Year: 2023**Grantee:** Pennsylvania Office of Commonwealth Libraries**Director Name:** Julie Moore**Director Phone:** (717) 525-5834**Director Email:** julmoore@pa.gov**State Project Code:****Start Date:** 10/01/2022**End Date:** 09/30/2024**State Goal:** Libraries integral to the lifelong educational ecosystem

Project Description: Professional Development for the Field provides Pennsylvania library workers with continuing education and training that is structured on a framework of providing reliable and up-to-date resources, responding to trends, establishing statewide best practices, enacting a future-focused methodology, and building on interactive educational sessions. Professional Development is provided for library directors, board and trustees, volunteers, and all levels of staff members. Through evaluations and feedback from the field, the training reflected the emergent needs of PA libraries of all shapes and sizes.

LSTA: \$345,763.90**MATCH-State:** \$0.00**MATCH-Other:** \$0.00**Total:** \$345,763.90**Improve the library workforce.**

Library Infrastructure & Capacity

Continuing Education and Staff Development

Activity Details**Title:** WebJunction

Narrative: Pennsylvania's Office of Commonwealth Libraries (OCL) is a contributing member of WebJunction, a learning organization that provides training opportunities, free of charge, to all library workers in the country. OCL joined with over 30 state library agencies who believe that strong, nationally available continuing education resources are key to library success. Through this cooperative investment, countrywide, more than 24,800 library staff enrolled in nearly 75,000 WebJunction courses in the last 12 months, both via the open and free online catalog and in live, virtual webinars. In Pennsylvania, 440 library staff enrolled in over 1,000 courses in WebJunction's online course catalog.

WebJunction is a place that library staff can turn to not only for continuing education, but also news, and information to help them navigate through uncertainty and challenges, and find inspiration for new ideas, services, and programs.

Intent: Improve the library workforce.**Activity:** Instruction**Mode:** Presentation/performance**Format:** Virtual**Quantity****Presentation/performance length (minutes):** 73**Number of presentations/performances administered:** 18**Average number in attendance per session:** 33**Partner Information****Organization Type of Partner Organization(s):****Libraries:** Yes**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** Yes**For a targeted group or for the general population:** General**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 505

Academic Libraries: 48

SLAA: 0

Consortia: 11

Special Libraries: 1

School Libraries: 2

Other: 24

Activity Details**Title:** People Connect Institute Webinars

Narrative: OCL subscribes to People Connect Institute (PCI). PCI curates relevant and engaging speakers to deliver professional development on a variety of topics to library staff across the country. Holding an annual subscription to People Connect Institute offers Pennsylvania's library workers (public, academic, special, and school) weekly webinars that are available to watch live or on-demand through the PA Library Staff Academy.

Intent: Improve the library workforce.**Activity:** Instruction**Mode:** Presentation/performance**Format:** Virtual**Quantity****Presentation/performance length (minutes):** 60**Number of presentations/performances administered:** 24**Average number in attendance per session:** 22**Partner Information**

Organization Type of Partner Organization(s):**Libraries:** Yes**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** Yes**For a targeted group or for the general population:** General**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 0

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Activity Details**Title:** PA Library Staff Academy

Narrative: The Office of Commonwealth Libraries supports the statewide continuing education efforts of library staff, trustees, and volunteers through the purchasing and statewide availability of PA Library Staff Academy, a learning management system hosted on the Niche Academy platform. The PA Library Staff Academy houses on-demand webinars that are available to all library workers across the state to flexibly participate in professional development opportunities. Users can keep track of their enrolled and completed courses and generate completion certificates to verify that they have completed required continuing education hours. This year, 1,346 tutorials were available to be utilized by library workers, trustees, and other library affiliated individuals to meet stated learning goals. This total included 24 tutorials purchased and added from People Connect Institute (PCI), 8 tutorials purchased from HR WebAdvisor, and 7 from the American Library Association. Number of learners who enrolled in PA Staff Academy tutorials was 1,312.

Intent: Improve the library workforce.**Activity:** Instruction**Mode:** Presentation/performance**Format:** Virtual**Quantity****Presentation/performance length (minutes):** 60**Number of presentations/performances administered:** 488**Average number in attendance per session:** 9**Partner Information****Organization Type of Partner Organization(s):****Libraries:** Yes**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** Yes**For a targeted group or for the general population:** General**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 0

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Activity Details**Title:** New Director Orientation

Narrative: In March 2024, the Bureau of Library Development held two, two-day long sessions of New Director Orientation. This program is intended to support public library directors who are still within the first two years of their role. Public library directors often come to their positions having little to no experience with many of the responsibilities that are required of them -- staff management, facilities management, board and trustee relationship building, and budgeting/fiscal management. The first day of this workshop was an introduction to the Office of

Commonwealth Libraries, the outcome of which was that new directors would better understand the functions of OCL and it's staff. The second day of this workshop was professional development, offering sessions on board governance and fiscal management in libraries.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: Virtual

Quantity

Session length (minutes): 300

Number of sessions in program: 2

Average number in attendance per session: 35

Number of times program administered: 2

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 42

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 14

Agree: 10

Neither Agree nor Disagree: 2

Disagree: 0

Strongly Disagree: 1

Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 7

Agree: 15

Neither Agree nor Disagree: 4

Disagree: 0

Strongly Disagree: 1

Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 11

Agree: 13

Neither Agree nor Disagree: 2

Disagree: 0

Strongly Disagree: 1

Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 11

Agree: 11

Neither Agree nor Disagree: 4

Disagree: 0

Strongly Disagree: 1

Non-Response: 0

Activity Details

Title: Artificial Intelligence in Libraries

Narrative: This two-part series focused on introducing library workers to concepts related to artificial intelligence. Library technology consultant Nick Tanzi presented two sessions to Pennsylvania library workers to help make sense of it all. The sessions - AI in Libraries: A Primer and Getting Your Library AI Ready -- offered an introduction to AI, presented the benefits and drawbacks, provided an understanding of how AI might be useful to libraries in the future, and best practices in how to prepare library staff and the organization for this evolution in technology.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: Virtual

Quantity

Session length (minutes): 60

Number of sessions in program: 1

Average number in attendance per session: 88

Number of times program administered: 2

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 0

Academic Libraries: 0

SLAA: 0

Consortia: 0

Special Libraries: 0

School Libraries: 0

Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 39

Agree: 43

Neither Agree nor Disagree: 3

Disagree: 1

Strongly Disagree: 1

Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 29

Agree: 48

Neither Agree nor Disagree: 9

Disagree: 0

Strongly Disagree: 1

Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 25

Agree: 49

Neither Agree nor Disagree: 11

Disagree: 1

Strongly Disagree: 1

Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 25

Agree: 47

Neither Agree nor Disagree: 15

Disagree: 0

Strongly Disagree: 0

Non-Response: 0

Activity Details

Title: Understand the Importance of a Professional Development Plan

Narrative: This 90-minute workshop provided attendees with the foundational skills to build their professional development plan and identify their personal brand. Attendees learned how to identify their core values, strengths, and development areas and the importance of setting timelines on which to achieve their professional goals. Attendees received a digital workbook as a blueprint to draft, revise, and produce an effective professional development plan. Additionally, the presenter, S. Michele Echols, built an interactive self-paced course in the PA Library Staff Academy, which is able to be accessed asynchronously by all PA library workers and produce the same outcomes as if they had attended the presentation live.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Program

Format: Virtual

Quantity

Session length (minutes): 90

Number of sessions in program: 1

Average number in attendance per session: 54

Number of times program administered: 1

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Legal Type of Partner Organization(s):

Federal Government: No

Archives: No
Cultural Heritage Organization Multi-type: No
Preschools: No
Schools: No
Adult Education: No
Human Service Organizations: No
Other: No

State Government: No
Local Government (excluding school districts): No
School District: No
Non-Profit: No
Private Sector: No
Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes
For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes
Specific Locations: No

Library Types

Public Libraries: 0
 Academic Libraries: 0
 SLAA: 0
 Consortia: 0
 Special Libraries: 0
 School Libraries: 0
 Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 6
 Agree: 17
 Neither Agree nor Disagree: 2
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 4
 Agree: 17
 Neither Agree nor Disagree: 4
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 6
 Agree: 15
 Neither Agree nor Disagree: 3
 Disagree: 1
 Strongly Disagree: 0
 Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 6
 Agree: 14
 Neither Agree nor Disagree: 5
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Activity Details

Title: Homeless Training Academy

Narrative: The Office of Commonwealth Libraries purchased a statewide subscription to Homeless Library Academy by Ryan Dowd. This resource provides all Pennsylvania libraries with empathy focused de-escalation and conflict resolution training. The Homeless Library Academy programs can be easily accessed through the statewide learning management system, PA Library Staff Academy. The statewide subscription also provides access to free, live webinars with Ryan Dowd and his team/partners. These are offered on a semi-regular basis only to subscribed members.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Presentation/performance

Format: Virtual

Quantity

Presentation/performance length (minutes): 60

Number of presentations/performances administered: 54

Average number in attendance per session: 13

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes
For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes
Specific Locations: No

Library Types

Public Libraries: 0
 Academic Libraries: 0
 SLAA: 0
 Consortia: 0
 Special Libraries: 0
 School Libraries: 0
 Other: 0

Activity Details

Title: Leadership and Training of Library Workforce

Narrative: Opportunities through the Leadership and Training of Library Workforce was structured on a framework of resources, trends, best practices, future-focused methodology, and interactive educational sessions for library staff on all levels. Through evaluations and feedback, training opportunities reflected the emergent needs of Pennsylvania libraries of all sizes. For statewide library leaders, they were afforded the opportunity to develop the higher-level skills, shared experience and teamwork that positively builds equitable services and excellence in practice in the library field.

Intent: Improve the library workforce.

Activity: Instruction

Mode: Other

Format: Combined in-person & virtual

Other: Conferences and trainings

Quantity**Partner Information**

Organization Type of Partner Organization(s):

Libraries: No

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes
For a targeted group or for the general population: General

Locale

Is the activity state-wide: No
Specific Locations: No

Library Types

Public Libraries: 0
 Academic Libraries: 0
 SLAA: 1
 Consortia: 0
 Special Libraries: 0
 School Libraries: 0
 Other: 0

Project Outcomes

List any important outcomes or findings not previously reported:

Library workers reported an increase in confidence in every professional development workshop that was offered. In particular, the artificial intelligence workshops were well attended and all survey respondents indicated that they agree or strongly agree that they intend to use what they learned in service to their communities. The move to virtual a/synchronous professional development has made obtaining required continuing education hours more accessible. In addition, the learning management system offers such a large variety of tutorials that we are now equipped to meet the needs of different sizes and types of libraries across the Commonwealth.

Please briefly describe the importance of these outcomes and findings for future program planning:

The results from the AI workshops were in direct response to library professionals stating a need for more information and education on the topic. Going forward, it is important that we remain receptive and responsive to needs that are communicated directly from the field. This is how we will ensure that PA library workers have the support needed to be successful in their roles and provide the level of service that we want available at every Pennsylvania library.

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

It is challenging to balance the need for face-to-face connection and the flexibility that virtual instruction provides. While library staff indicate a desire to return to in-person workshops, as a way to connect with their peers, in reality, the complexities of library building management make that a challenge that is difficult to overcome. We need to find a better and more effective way to foster connection in a digital landscape in order to both meet the need for relationship building while also maintaining the integrity of our physical spaces through open doors and available staff. This is a challenge that any person responsible for coordinating professional development is facing right now.

Do you anticipate continuing this project after the current reporting period ends: No

Do you anticipate any change in level of effort in managing this project: No

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project: No

Explain:**Was an evaluation conducted for this project:** No**Was a final written evaluation report produced:** No**Can the final written evaluation report be shared publicly on the IMLS website:** No**Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator:** Third-Party**What data collection tools were used for any report outcomes and outputs:****Did you collect any media for the data:****What types of methods were used to analyze collected data:**

Other:

How were participants (or items) selected:**What type of research design did you use to compare the value for any reported output or outcome:****Exemplary:** No**Project Tags:** Professional Development, Continuing Education**School-Age Services****G2S Project Code:** 2023-PA-93728**State:** Pennsylvania**Fiscal Year:** 2023**Grantee:** Pennsylvania Office of Commonwealth Libraries**Director Name:** Corri Hines**Director Phone:** (717) 783-5746**Director Email:** cohines@pa.gov**State Project Code:****Start Date:** 10/01/2022**End Date:** 09/30/2024**State Goal:** Libraries as Community Catalysts

Project Description: The School Age Services initiative empowered library staff offering programs and services to youth ages 8-18 through two main initiatives: Pennsylvania Summer Library Program and Transforming Teen Services. The Pennsylvania Summer Library Program provided statewide access to summer best practices and programs through the Summer 2024 showcase and summer roundtables. Building Equity-Based Summers was incorporated into all aspects of this program to advocate for excellent and equitable library summer services. The Transforming Teen Services launched statewide community of practice sessions for library staff to build relationships with one another to develop affirming and sustainable teen service programs. These initiatives strengthened Pennsylvania libraries as community catalysts that are responsive and inclusive to user needs.

LSTA: \$84,380.52**MATCH-State:** \$0.00**MATCH-Other:** \$0.00**Total:** \$84,380.52**Improve users' general knowledge and skills.**

Literacy

Reading Program (Summer Reading)

Activity Details**Title:** Pennsylvania Building Equity-Based Summers

Narrative: The Office of Commonwealth Libraries joined year two of the California State Library and California Library Association Building Equity-Based Summers (BEBS project). BEBS learning sessions show library staff how to seek out systemically marginalized voices for guidance in designing and delivering library services to diverse communities. Starting in January 2024, the PA Youth Services Advisory Team worked closely with library staff from five different libraries to intentionally re-imagine summer services with equity at the beginning, center, and post-summer celebrations. Participants engaged in sessions designed to examine summer program intentionality, letting go of tradition, connecting with community voices, and understanding the importance of evaluation and assessment. In conversation and group activities, participants learned that equity-focused summers honor diversity, lead to liberation, and requires partnership to serve whole communities.

Intent: Improve users' general knowledge and skills.**Activity:** Instruction**Mode:** Program**Format:** Virtual**Quantity****Session length (minutes):** 90**Number of sessions in program:** 9**Average number in attendance per session:** 9**Number of times program administered:** 1**Partner Information****Organization Type of Partner Organization(s):****Libraries:** Yes**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** Yes**For a targeted group or for the general population:** General**Locale****Is the activity state-wide:** Yes

Specific Locations: No**Library Types**

Public Libraries: 5
 Academic Libraries: 0
 SLAA: 0
 Consortia: 0
 Special Libraries: 0
 School Libraries: 0
 Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 3
 Agree: 5
 Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 3
 Agree: 6
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 3: I intend to apply what I just learned.

Strongly Agree: 4
 Agree: 5
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 5
 Agree: 4
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Activity Details**Title:** Collaborative Summer Library Program Membership

Narrative: Pennsylvania maintains an active membership in the Collaborative Summer Library Program (CSLP), a nonprofit, charitable organization that supports literacy, education, and science through summer reading events in public libraries across the United States. CSLP develops and designs materials for libraries, including themes, artwork, graphics, and a manual of book lists, templates, and activity and program ideas. As a result of the acquisition of manuals, libraries have direct access to a wealth of information to enhance their summer library programs to communities.

Intent: Improve users' general knowledge and skills.**Activity:** Content**Mode:** Acquisition**Format:** Digital**Quantity****Number of hardware acquired:** 0**Number of software acquired:** 0**Number of licensed databases acquired:** 0**Number of print materials (books & government documents) acquired:** 0**Number of electronic materials acquired:** 700**Number of audio/visual units (audio discs, talking books, other recordings) acquired:** 0**Partner Information****Organization Type of Partner Organization(s):****Libraries:** Yes**Historical Societies or Organizations:** No**Museums:** No**Archives:** No**Cultural Heritage Organization Multi-type:** No**Preschools:** No**Schools:** No**Adult Education:** No**Human Service Organizations:** No**Other:** No**Legal Type of Partner Organization(s):****Federal Government:** No**State Government:** No**Local Government (excluding school districts):** No**School District:** No**Non-Profit:** No**Private Sector:** No**Tribe/Native Hawaiian Organization:** No**Beneficiaries****Is the activity directed at the library workforce:** Yes**For a targeted group or for the general population:** General**Locale****Is the activity state-wide:** Yes**Specific Locations:** No**Library Types**

Public Libraries: 676
 Academic Libraries: 0

SLAA: 0
 Consortia: 0
 Special Libraries: 0
 School Libraries: 0
 Other: 0

Question 1: I am satisfied that the resource is meeting library needs.

Strongly Agree: 104
 Agree: 178
 Neither Agree nor Disagree: 45
 Disagree: 4
 Strongly Disagree: 1
 Non-Response: 0

Question 2: Applying the resource will help improve library services to the public.

Strongly Agree: 96
 Agree: 167
 Neither Agree nor Disagree: 66
 Disagree: 3
 Strongly Disagree: 0
 Non-Response: 0

Activity Details

Title: Pennsylvania Summer Library Program 2024 Roundtable Sessions

Narrative: The Pennsylvania Summer Library Program 2024 Roundtable Sessions were a series of three virtual discussions on what, how, and why libraries design and deliver summer programs and services for their unique communities. Participants engaged in constructive and interactive conversation and activities on the impact of excellent and equitable library services and developed professional relationships to support and sustain library programs for young people. The first session centered on the Collaborative Summer Library Program "Adventure Begins at Your Library" and equity, belonging, and inclusion as the cornerstone of summer programming. The second session aimed to provide library staff with a forum to share their programs and services to their communities. The third and final session prepared libraries to measure success and celebrate outcomes through assessment and evaluation.

Intent: Improve users' general knowledge and skills.

Activity: Instruction

Mode: Program

Format: Virtual

Quantity

Session length (minutes): 90

Number of sessions in program: 3

Average number in attendance per session: 28

Number of times program administered: 3

Partner Information

Organization Type of Partner Organization(s):

Libraries: Yes

Historical Societies or Organizations: No

Museums: No

Archives: No

Cultural Heritage Organization Multi-type: No

Preschools: No

Schools: No

Adult Education: No

Human Service Organizations: No

Other: No

Legal Type of Partner Organization(s):

Federal Government: No

State Government: No

Local Government (excluding school districts): No

School District: No

Non-Profit: No

Private Sector: No

Tribe/Native Hawaiian Organization: No

Beneficiaries

Is the activity directed at the library workforce: Yes

For a targeted group or for the general population: General

Locale

Is the activity state-wide: Yes

Specific Locations: No

Library Types

Public Libraries: 62
 Academic Libraries: 0
 SLAA: 0
 Consortia: 0
 Special Libraries: 0
 School Libraries: 0
 Other: 0

Question 1: I learned something by participating in this library activity.

Strongly Agree: 9
 Agree: 5
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 2: I feel more confident about what I just learned.

Strongly Agree: 7
 Agree: 7
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0

Question 3: I intend to apply what I just learned.

- Strongly Agree: 8
- Agree: 6
- Neither Agree nor Disagree: 0
- Disagree: 0
- Strongly Disagree: 0
- Non-Response: 0

Question 4: Applying what I learned will help improve library services to the public.

- Strongly Agree: 10
- Agree: 3
- Neither Agree nor Disagree: 1
- Disagree: 0
- Strongly Disagree: 0
- Non-Response: 0

Pennsylvania Summer Library Program 2024 Showcase
 The Pennsylvania Summer Library Program 2024 Showcase is a 6-credit hour interview series presentation of excellent and equitable library programs from Pennsylvania libraries. The purpose of the showcase was to highlight Pennsylvania staff who impacted their communities with exemplary and innovative programs. The School Age Services Advisor and the Early Childhood Services Advisor reviewed submissions to the 2023 Summer Impact Report and selected programs that served as quality examples of summer programming. Thirty interviews were made available on demand via the Pennsylvania Library Staff Academy and received 3,273 views. Interviewees shared about their program, described any outcomes or impact, and shared how they centered equity, belonging, and inclusion in the program. The guest speakers detailed successful programs for various audiences and described how libraries across the Commonwealth can adapt, scale, or replicate their outstanding work. Improve users' general knowledge and skills. YesNoTransforming Teen Services: Ages and Stages of Youth DevelopmentIn order to work effectively with youth, library staff need a basic understanding of how youth develop, their needs and their assets. This six part module workshop series on the Ages and Stages of Youth Development, part of the Transforming Teen Services project, summarized key child and youth development research and focused on how to create programs that are appropriate for youth. Participants achieved the following outcomes: Understand the cultural concept of childhood in the United States, identify the various ages and stages of child development, and design developmentally appropriate activities and learning environments. Over the course of the series, participants engaged in large group discussions, breakout discussions, and collaborative activities to explore 8-18 teen services, family systems, brain development, and teen mental health. Improve users' general knowledge and skills. YesNoQuestion 1: I learned something by participating in this library activity.

Activity Details

Title:

Narrative:

Intent:

InstructionPresentation/performanceVirtual

Activity:

Mode:

Format:

35210

Quantity

Presentation/performance length (minutes):

Number of presentations/performances administered:

Average number in attendance per session:

Partner Information

YesNoNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:

Historical Societies or Organizations:

Museums:

Archives:

Cultural Heritage Organization Multi-type:

Preschools:

Schools:

Adult Education:

Human Service Organizations:

Other:

Legal Type of Partner Organization(s):

NoNoNoNoNoNoNoNo

Federal Government:

State Government:

Local Government (excluding school districts):

School District:

Non-Profit:

Private Sector:

Tribe/Native Hawaiian Organization:

YesGeneral

Beneficiaries

Is the activity directed at the library workforce:

For a targeted group or for the general population:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 676Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Activity Details

Title:
Narrative:
Intent:
InstructionProgramVirtual

Activity:

Mode:
Format:

606331
Session length (minutes):
Number of sessions in program:
Average number in attendance per session:
Number of times program administered:

Quantity

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:
Historical Societies or Organizations:
Museums:
Archives:
Cultural Heritage Organization Multi-type:
Preschools:
Schools:
Adult Education:
Human Service Organizations:
Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

YesGeneral

Beneficiaries

Is the activity directed at the library workforce:
For a targeted group or for the general population:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 41Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 22
Agree: 40
Neither Agree nor Disagree: 9
Disagree: 3
Strongly Disagree: 0
Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 5
Agree: 46
Neither Agree nor Disagree: 21
Disagree: 2
Strongly Disagree: 0
Non-Response: 0Question 3: I intend to apply what I just learned.

Strongly Agree: 22
Agree: 49
Neither Agree nor Disagree: 3
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 24
Agree: 46
Neither Agree nor Disagree: 4
Disagree: 0
Strongly Disagree: 0

Non-Response: 0
Transforming Teen Services: Connected Learning Through understanding tween and teen interest, asset mapping, and making connections, library staff can support youth development and college and career readiness skills. This five part module workshop series on the Connected Learning, part of the Transforming Teen Services project, helped participants to explore the principles of connected learning and how to put theory into practice. Participants achieved the following outcomes: Understand the philosophy of connected learning as it relates to educational and career opportunities, explore the principles of connected learning, operationalize connected learning theory in library services and practices. Over the course of the series, participants engaged in large group discussions, breakout discussions, and collaborative activities to explore how to leverage relationships, interests and opportunities through asset mapping, service assessment, and action planning. Improve users' general knowledge and skills. YesNoQuestion 1: I learned something by participating in this library activity.

Activity Details

Title:
Narrative:
Intent:
InstructionProgramVirtual

Activity:

Mode:
Format:

605261
Session length (minutes):
Number of sessions in program:
Average number in attendance per session:
Number of times program administered:

Quantity

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:
Historical Societies or Organizations:
Museums:
Archives:
Cultural Heritage Organization Multi-type:
Preschools:
Schools:
Adult Education:
Human Service Organizations:
Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

YesGeneral
Beneficiaries

Is the activity directed at the library workforce:
For a targeted group or for the general population:

Locale

Is the activity state-wide:
Specific Locations:
Library Types

Public Libraries: 51Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 9
Agree: 14
Neither Agree nor Disagree: 5
Disagree: 0
Strongly Disagree: 0
Non-Response: 0
Question 2: I feel more confident about what I just learned.

Strongly Agree: 7
Agree: 17
Neither Agree nor Disagree: 4
Disagree: 0

Strongly Disagree: 0
Non-Response: 0
Question 3: I intend to apply what I just learned.

Strongly Agree: 12
Agree: 14
Neither Agree nor Disagree: 2
Disagree: 0
Strongly Disagree: 0
Non-Response: 0
Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 12
Agree: 15
Neither Agree nor Disagree: 1
Disagree: 0
Strongly Disagree: 0

Non-Response: 0
Transforming Teen Services: Computational Thinking
Breaking down problems, looking for patterns, and identifying solutions are all essential critical thinking skills for youth and can be supported with library programs and services. This six part module workshop series on Computational Thinking, part of the Transforming Teen Services project, helped participants to engage in hands-on experiences and discussions on what computational thinking is and how it can be integrated into teen activities. Participants achieved the following outcomes: Articulate core concepts of computational thinking, design activities for and with teens, understand the value of integrating computational thinking in preexisting and future programming. Over the course of the series, participants engaged in large group discussions, breakout discussions, and collaborative activities to explore the concepts of decomposition, abstraction, pattern recognition, and algorithms in real life and library services. Improve users' general knowledge and skills. Yes
No
Question 1: I learned something by participating in this library activity.

Activity Details

Title:
Narrative:
Intent:
InstructionProgramVirtual

Activity:

Mode:
Format:

606171
Session length (minutes):
Number of sessions in program:
Average number in attendance per session:
Number of times program administered:

Quantity

Partner Information

YesNoNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:
Historical Societies or Organizations:
Museums:
Archives:
Cultural Heritage Organization Multi-type:
Preschools:
Schools:
Adult Education:
Human Service Organizations:
Other:

NoNoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

YesGeneral
Beneficiaries

Is the activity directed at the library workforce:
For a targeted group or for the general population:

Locale

Is the activity state-wide:
Specific Locations:
Library Types

Public Libraries: 25Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 10
 Agree: 15
 Neither Agree nor Disagree: 0
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0
 Question 2: I feel more confident about what I just learned.

Strongly Agree: 5
 Agree: 18
 Neither Agree nor Disagree: 2
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0
 Question 3: I intend to apply what I just learned.

Strongly Agree: 9
 Agree: 13
 Neither Agree nor Disagree: 3
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0
 Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 12
 Agree: 9
 Neither Agree nor Disagree: 4
 Disagree: 0
 Strongly Disagree: 0

Non-Response: 0
 Transforming Teen Services: The Pursuit of Educational Equity
 Educational equity is a foundational concept for working with youth, especially young adults as they explore their identities. This six part module workshop series on the Pursuit of Educational Equity, part of the Transforming Teen Services project, helped learners to develop an internal foundation toward an equity mindset to support teen services for libraries. Participants achieved the following outcomes: Understand how identity, biases, and experiences shape equity work, understand how educational equity fits within a library context, and build educational equity into both personal and professional advocacy for community youth. Over the course of the series, participants engaged in large group discussions, breakout discussions, and collaborative activities to explore identity and intersectionality, implicit and unconscious bias, and connecting learning experiences through a foundation of equity. Improve users' general knowledge and skills. Yes
 No
 Question 1: I learned something by participating in this library activity.

Activity Details

Title:
Narrative:
Intent:
 InstructionProgramVirtual

Activity:

Mode:
Format:

6061360
Session length (minutes):
Number of sessions in program:
Average number in attendance per session:
Number of times program administered:

Quantity

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:
Historical Societies or Organizations:
Museums:
Archives:
Cultural Heritage Organization Multi-type:
Preschools:
Schools:
Adult Education:
Human Service Organizations:
Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

YesGeneral
Beneficiaries

Is the activity directed at the library workforce:
For a targeted group or for the general population:

Locale
Is the activity state-wide:
Specific Locations:

Library Types

Public Libraries: 23Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 9
 Agree: 15
 Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 3
 Agree: 16
 Neither Agree nor Disagree: 6
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0Question 3: I intend to apply what I just learned.

Strongly Agree: 6
 Agree: 18
 Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 9
 Agree: 15
 Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0

Non-Response: 0Pennsylvania Summer Library Program: The integration of Building Equity-Based Summers (BEBS) into the Pennsylvania Summer Library Program produced the most significant outcomes for Pennsylvania libraries. BEBS became the foundation of the Summer Roundtables and was the foundation for significant revisions to the Summer Impact Report. Starting with equity as the basis for excellent summer programs gave library staff the language and confidence to engage with their communities, particularly those that have been systemically marginalized and historically excluded. Tools from the BEBS trainings such as community norms, grounding moments, agenda plans, and questions of the day provided a sense of routine to welcome library staff to various learning sessions and helped to focus human-centeredness and empathy as the basis for many trainings moving forward. This sense of belonging encouraged participants to bring their authentic selves into the virtual space and to contribute to the conversations. Transforming Teen Services: The pilot run of Transforming Teen Services highlighted a strong need for library professionals to receive high-quality training on providing services to young people ages 8-18 and a community in which to discuss and collaborate. The module workshop sessions provided ample time for staff across the Commonwealth to share areas of strength and identify places of key growth to provide excellent and equitable library services to teens. The most striking and surprising outcome is the sheer number of library staff that maintained professional relationships throughout the workshop series. Staff from different sized libraries, population service areas, and geographic locations learned about their similarities and worked collectively to support one another through both shared and unique challenges. At the end of the series, participants created a group via social media to stay in touch and to continue their journeys together. While the application of professional knowledge was very important to sustaining excellent teen programs and services, the most valuable aspect of the training series was human-centered relationships. Pennsylvania Summer Library Program: These outcomes demonstrate the vital importance of equity, belonging, and inclusion as the foundation of any summer library program. In many cases, library staff often feel that summer is an enormous undertaking that demands a significant amount of time, money, staffing, and energy. In some cases, it may feel that these efforts can go unnoticed by communities when, in reality, these efforts simply do not meet their needs. BEBS has transformed the how library staff approach summer design, delivery, and implementation as a collective effort that can celebrate community collaboration and connection. In addition, the inclusive and belonging-based structure of BEBS meets libraries where they are, and this helps to create trust between staff at the Bureau of Library Development and library staff. Future summer library support for libraries will prioritize belonging as a central component of summer programming and will value investigating the intentionality behind human-based service design for communities. Transforming Teen Services: These outcomes highlight the importance of human relationships and empathy as the basis for serving young people ages 8-18. When library staff registered for the module workshops, many indicated that they were interested in learning more about teen services, but the engagement during the sessions, including breakout room conversation, session chat, and group discussion, brought staff together in the power of the collective. Participants began to teach one another and became braver and more experimental in trying new activities, approaching teens, and providing innovative and dynamic programming. Future iterations of Transforming Teen Services will allow for more quality time for colleagues to share and learn from one another to create a higher sense of rigor during sessions and to allow for humanity, empathy, and belonging as the culture of Pennsylvania Teen Services. Pennsylvania Summer Library Program: A significant lesson from the Pennsylvania Summer Library Program is to embrace discomfort as part of the process when having courageous conversations about race and racism, letting go of tradition, and celebrating success. BEBS encourages libraries to re-frame summer library programming at a foundational level, and some participants expressed feeling frustration at the thought of reworking their programs. Others felt discomfort in having relationship-focused conversations that center belonging and humanity. In both of these questions, staff learned to examine the intentionality driving their own thoughts and feelings and to continually question how they can shift their focus from being library-centered to public servant-centered. Libraries engaging in equitable summer service design work should focus on building trust in relationships with professional colleagues and the public to support and sustain their journey of meeting communities where they are. Transforming Teen Services: A critical lesson from Transforming Teen Services is leveraging learning environments to be spaces for collaboration and peer to peer learning rather than content and instruction from an authority source. Staff participating in this initiative quickly learned that they received the most value from small interactions and ideas from one another, and this open and reflective environment produced enormous mindset shifts from small and simple adjustments to working for and with teens. Libraries planning to engage this work should hold time and space for clearly articulating the value of professional networks and relationships as a source of support in developing sustainable and meaningful teen services programs. YesNoYesTransforming Teen Services will be expanded with a new initiative called "8-TEEN Quarterly Conversations," an open forum and active collaboration session for library staff to engage with one another and share best practices for teen services programs. This shift in activity focus will expand beyond the content of the Transforming Teen Services curriculum

and allow for a community of practice with less instruction and content and more dialogue and sharing. In addition, the Transforming Teen Services curriculum will be re-developed with consideration to the pilot evaluation, and new modules on facilitation and the relationship between computational thinking and connected learning will be created. NoNoNoThird-PartyOther: Family Place Virtual RetrainingEleven Pennsylvania Family Place Libraries attended national Family Place training, addressing staff turnover and ensuring continued certification in the national Family Place Libraries network. Held from January 18 to February 16, 2024, the sessions equipped 15 staff members with the skills to implement the Parent/Child Workshop, a core component of the Family Place model. The training emphasized transforming libraries into hubs for early childhood education, parent engagement, and family support. Survey results showed 100% of participants found the training valuable and felt confident in applying their new skills to enhance library services. Improve users' general knowledge and skills. YesNoQuestion 1: I learned something by participating in this library activity.[Project Outcomes](#)
List any important outcomes or findings not previously reported:

Please briefly describe the importance of these outcomes and findings for future program planning:

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Do you anticipate continuing this project after the current reporting period ends:

Do you anticipate any change in level of effort in managing this project:

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project:

Explain:

Was an evaluation conducted for this project:

Was a final written evaluation report produced:

Can the final written evaluation report be shared publicly on the IMLS website:

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator:

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

No

Exemplary:

Project Tags:

Early Childhood Services

2023-PA-93729Pennsylvania2023Pennsylvania Office of Commonwealth Libraries

G2S Project Code:

State:

Fiscal Year:

Grantee:

Heather Warren-Smith(717) 783-4830sheather@pa.gov

Director Name:

Director Phone:

Director Email:

10/01/202209/30/2024Libraries as Community CatalystsThe "Early Childhood Services" initiative enhanced library programs for children aged 0-8 and their families through two key components: Early Childhood Conversations (ECC) and Family Place Virtual Retraining. ECC provided statewide virtual Communities of Practice for library staff to exchange knowledge, share best practices, and collaborate on improving early literacy services. Organized into age-focused groups, these sessions fostered professional growth and innovative approaches to serving young children. Complementing this, Family Place Virtual Retraining supported libraries in maintaining their certification as Family Place Libraries by equipping new staff with the skills needed to deliver the Parent/Child Workshop. These efforts collectively strengthened Pennsylvania libraries as hubs for early learning, parent education, and community engagement.

State Project Code:

Start Date:

End Date:

State Goal:

Project Description:

54,112.310.000.0054,112.31

LSTA: \$

MATCH-State: \$

MATCH-Other: \$

Total: \$

Improve users' general knowledge and skills.

Early Literacy

[Activity Details](#)

Title:

Narrative:

Intent:

InstructionProgramVirtual

Activity:

Mode:

Format:

12010151

Quantity

Session length (minutes):

Number of sessions in program:
Average number in attendance per session:
Number of times program administered:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:

Historical Societies or Organizations:

Museums:

Archives:

Cultural Heritage Organization Multi-type:

Preschools:

Schools:

Adult Education:

Human Service Organizations:

Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:

State Government:

Local Government (excluding school districts):

School District:

Non-Profit:

Private Sector:

Tribe/Native Hawaiian Organization:

YesGeneral

Beneficiaries

Is the activity directed at the library workforce:

For a targeted group or for the general population:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 11Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 10
Agree: 1
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 6
Agree: 5
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 3: I intend to apply what I just learned.

Strongly Agree: 10
Agree: 1
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 8
Agree: 3
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0

Non-Response: 0Empowering Early Childhood ServicesThe Early Childhood Conversations (ECC) empowered library staff and volunteers serving children aged 0-8 through virtual Communities of Practice hosted on Microsoft Teams. Divided into three age-focused groups—Pre-Literacy (0-3), Early Literacy (3-5), and Emergent Literacy (5-8)—the sessions provided a platform to share knowledge, experiences, and best practices, enhancing early childhood programs statewide. Feedback showed 93% of participants found the training valuable, with 86% likely to apply the content to improve library services. The sessions fostered professional growth, collaboration, and impactful service enhancements across Pennsylvania libraries.Improve users' general knowledge and skills. YesNoQuestion 1: I learned something by participating in this library activity.

Activity Details

Title:

Narrative:

Intent:
InstructionProgramVirtual

Activity:

Mode:
Format:

609261

Quantity

Session length (minutes):
Number of sessions in program:
Average number in attendance per session:
Number of times program administered:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:
Historical Societies or Organizations:
Museums:
Archives:
Cultural Heritage Organization Multi-type:
Preschools:
Schools:
Adult Education:
Human Service Organizations:
Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

YesGeneral

Beneficiaries

**Is the activity directed at the library workforce:
For a targeted group or for the general population:**

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 89Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 15
Agree: 24
Neither Agree nor Disagree: 2
Disagree: 0
Strongly Disagree: 1
Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 10
Agree: 18
Neither Agree nor Disagree: 13
Disagree: 0
Strongly Disagree: 0
Non-Response: 1Question 3: I intend to apply what I just learned.

Strongly Agree: 14
Agree: 22
Neither Agree nor Disagree: 6
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 16
Agree: 19
Neither Agree nor Disagree: 7
Disagree: 0
Strongly Disagree: 0

Non-Response: 0Family Place Libraries Re-Training: The Family Place Libraries re-training led to several key outcomes. Library staff reported increased confidence in delivering family-centered programs and connecting families with community resources, resulting in

improved communication and outreach. Children showed growth in social and emotional development, becoming more confident, empathetic, and socially engaged. The program also strengthened family and community connections as caregivers built social networks, organized playdates, and engaged more with library resources. Libraries fostered inclusive environments that welcomed diverse families, including those with special needs. Additionally, parents became more actively involved in their children's play and development, applying expert advice to support their growth. Early Childhood Conversations: Participants in the Early Childhood Conversations community of practice reported gaining valuable ideas and strategies to implement in their library programs. The sessions fostered a stronger sense of connection to a broader network of early learning professionals, encouraging collaboration and community building. Feedback highlighted the benefit of diverse perspectives from both experienced and newer staff, creating a supportive environment for sharing and learning. Participants appreciated the opportunity to explore innovative programming approaches and valued the welcoming space for idea exchange. This project expanded professional knowledge, encouraged practical application, and strengthened professional relationships within the library community.

Family Place Libraries Re-Training: These outcomes underscore the vital role libraries play in supporting child development and family engagement. Increased caregiver confidence and stronger community connections enable libraries to create inclusive, supportive spaces that promote lifelong learning. The improvements in children's social-emotional development and the formation of family networks highlight the importance of family-centered programming. Future program planning should prioritize relationship-building, inclusive services, and partnerships with local organizations to expand resources and strengthen family engagement. Integrating developmental play, caregiver education, and social networking opportunities can further enhance community well-being.

Early Childhood Conversations: These outcomes demonstrate the importance of professional relationship building in strengthening library services for young children and families. Participants gained practical knowledge, built confidence, and expanded professional networks, leading to more innovative and responsive programming. The exchange of ideas and collaboration supports continuous improvement and adaptability to community needs. Future programs should continue to offer learning spaces that inspire action, foster innovation, and encourage community engagement to create more impactful library services.

Family Place Libraries Re-Training: A key lesson from the Family Place Libraries re-training is the need for clear guidance and adequate preparation time for staff. Libraries new to the program struggled to launch the five-week workshop without sufficient upfront support, highlighting the importance of practical, accessible training. Additionally, fostering partnerships with local organizations, like La Leche League, expanded program impact by connecting families with additional resources. Libraries adopting this model should focus on building strong community partnerships and providing staff with comprehensive training to effectively deliver family-centered programs.

Early Childhood Conversations: A major lesson from Early Childhood Conversations is the value of flexible, participant-driven learning environments that encourage idea-sharing among professionals at all experience levels. Balancing input from both new and seasoned staff created a collaborative space that inspired innovative programming. Another key takeaway is the importance of building and maintaining professional networks to support ongoing collaboration and responsive program design. Future adopters should prioritize open dialogue and networking to enhance engagement, knowledge exchange, and long-term program success.

YesNoYesThe Family Place Virtual Retraining will no longer be funded as a separate activity. Instead, current Family Place Libraries will have the opportunity to seek funding for retraining through future local library grants. Additionally, libraries that are not currently part of the national Family Place Libraries network will be able to apply for grant funds to participate in training to join the network. These grants can also be used for supplies and materials to equip children's library spaces and support the implementation of required Family Place programming. This shift in activity focus expands opportunities for both existing and prospective Family Place Libraries to enhance their services.

NoNoNoThird-PartyOther: Early Literacy, Youth ServicesPA One Book Webpage and Online Activity GuideThe PA One Book Committee successfully developed and launched a comprehensive web page dedicated to the 2024 program selection *Slug in Love* by Rachel Bright. This digital platform served as a central hub for librarians, early learning professionals, and families, offering an array of literacy resources and engagement tools aligned with Pennsylvania's Learning Standards for Early Childhood. The website featured a downloadable activity guide available in English and Spanish providing inclusive access to literacy activities that encouraged interactive learning and family engagement. Complementary resources included printable bookplates with discussion questions, reproducible stickers, and monthly activities designed to sustain year-round participation. The website also archived past PA One Book sections and related materials, ensuring continued accessibility to a diverse range of literacy resources.

Improve users' general knowledge and skills. YesNoPA One Book Acquisition for LibrariesThe PA One Book committee coordinated the purchase and statewide distribution of the 2024 PA One Book selected title, *Slug in Love* by Rachel Bright, to Pennsylvania's public libraries. A total of 676 copies were delivered to library District Centers for distribution to all library outlets across the state. Libraries incorporated the book into their collections, supporting early literacy initiatives and providing engaging programming opportunities for young children and families. This effort ensured equitable access to high quality children's literature, fostering a love of reading and promoting literacy development in diverse community statewide.

Improve users' general knowledge and skills. YesNoPA One Book Bookplates, Activity Guides, and StickersThe PA One Book Committee facilitated the creation, purchase, and distribution of 12,000 early literacy book plates, 15,000 sheet of stickers, and 15,000 printable activity guides in English and Spanish to Pennsylvania's public libraries and partnering early learning programs. These materials complemented the 2024 title selection, *Slug in Love*, and supported library programming by encouraging interactive reading experiences and family engagement. Libraries added the bookplates to the provided books, giving families an easy and accessible way to engage in early literacy activities at home by using the discussion prompts. The statewide effort provided high quality tools to foster early literacy.

Improve users' general knowledge and skills. YesNoThe PA One Book program had an impact on Pennsylvania communities with libraries across 34 counties hosting programming themed to this year's book, *Slug in Love*. These programs included story times, outreach events, and other interactive activities that fostered early literacy and community engagement. Libraries reported that 86% found the program resources helpful in supporting their events. More information can be found in the attached document [2024 PA One Book Final Report.pdf](#)

These outcomes highlight the critical role libraries play in delivering early literacy programming and engaging communities statewide. The positive feedback from libraries demonstrate the effectiveness of providing accessible resources and structured activities. For future program planning, these findings emphasize the need to continue supporting libraries with diverse adaptable materials and fostering partnerships that expand outreach. The major lesson learned is the importance of statewide collaboration. Coordinated distribution of materials and consistent messaging across libraries and early learning centers ensured broad reach and impact. For others adopting this model, fostering strong partnerships between libraries, educational institutions, and government agencies is essential for maximizing program success.

YesNoNoYesYesYesThird-PartyReview SurveysPhotosOther: Word of mouth – We asked participants to tell their community/friends/family and encourage them to participate.

Early Literacy, Youth ServicesPlay & Grow Materials SupportIn order to meet the goals of the Play and Grow project, all participating libraries were provided a kit of foundational materials. The kits of foundational materials helped create a welcoming and inclusive environment for young children and their families that builds early literacy skills and supports the development of social emotional regulation. In addition, each participating library chose either a kit of dramatic play materials and resources or a kit of sensory materials designed to create an engaging and inclusive environment for all. Improve users' general knowledge and skills. YesNo

Question 1: I am satisfied that the resource is meeting library needs.

List any important outcomes or findings not previously reported:

Please briefly describe the importance of these outcomes and findings for future program planning:

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Do you anticipate continuing this project after the current reporting period ends:

Do you anticipate any change in level of effort in managing this project:

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project:

Explain:

- Was an evaluation conducted for this project:
- Was a final written evaluation report produced:
- Can the final written evaluation report be shared publicly on the IMLS website:
- Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator:
- What data collection tools were used for any report outcomes and outputs:
- Did you collect any media for the data:
- What types of methods were used to analyze collected data:
- How were participants (or items) selected:
- What type of research design did you use to compare the value for any reported output or outcome:

No
Exemplary:
Project Tags:

PA One Book

2023-PA-93741Pennsylvania2023TUSCARORA INTERMEDIATE UNIT 11

G2S Project Code:

State:

Fiscal Year:

Grantee:

Rose Gioia-Fine(724) 986-6026rgioia.fine@tiu11.org

Director Name:

Director Phone:

Director Email:

430078675510/23/202309/30/2024Libraries as Community CatalystsThe Pennsylvania One Book program, established in 2006, promotes early literacy development by engaging children aged 3 to kindergarten and their families through a single statewide book selection. For 2024, Slug in Love by Rachel Bright, illustrated by Nadia Shireen, was chosen, celebrating themes of self-acceptance and emotional expression. This initiative included distributing a copy of this title to all public library outlets in Pennsylvania. Complementary resources—activity guides, bookplates, and programming ideas—aligned with Pennsylvania’s Early Learning Standards, ensuring widespread engagement. The program fosters a love for reading, strengthens community partnerships, and highlights the critical role of libraries in early literacy development

State Project Code:

Start Date:

End Date:

State Goal:

Project Description:

53,213.470.000.0053,213.47

LSTA: \$

MATCH-State: \$

MATCH-Other: \$

Total: \$

Improve users' general knowledge and skills.

Early Literacy

Activity Details

Title:

Narrative:

Intent:

ContentCreationDigital

Activity:

Mode:

Format:

5000000

Quantity

Number of items digitized:

Number of items digitized and available to the public:

Number of physical items:

Number of open-source applications/software/systems:

Number of proprietary applications/software/systems:

Number of learning resources (e.g. toolkits, guides):

Number of plans/frameworks:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:

Historical Societies or Organizations:

Museums:

Archives:

Cultural Heritage Organization Multi-type:

Preschools:

Schools:

Adult Education:

Human Service Organizations:

Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

NoGeneral
Beneficiaries

Is the activity directed at the library workforce:
For a targeted group or for the general population:

Locale
Is the activity state-wide:
Specific Locations:
Library Types

Public Libraries: 676Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 7200

Activity Details

Title:
Narrative:
Intent:
 ContentAcquisitionPhysical

Activity:

Mode:
Format:

67600000

Quantity

Number of hardware acquired:
Number of software acquired:
Number of licensed databases acquired:
Number of print materials (books & government documents) acquired:
Number of electronic materials acquired:
Number of audio/visual units (audio discs, talking books, other recordings) acquired:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:
Historical Societies or Organizations:
Museums:
Archives:
Cultural Heritage Organization Multi-type:
Preschools:
Schools:
Adult Education:
Human Service Organizations:
Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

NoTargetedUrbanSuburbanRural0-5 yearsEconomic Not ApplicableEthnicity Not ApplicableYesNoNoNoNoNo

Beneficiaries

Is the activity directed at the library workforce:
For a targeted group or for the general population:
Geographic community of the targeted group:

For what age groups:
For what economic types:
For what ethnicity types:
Is the activity directed at families:
Is the activity directed at intergenerational groups:
Is the activity directed at immigrants/refugees:
Is the activity directed at those with disabilities:
Limited functional literacy or informational skills:

Is the activity category not already captured:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 676Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Activity Details

Title:

Narrative:

Intent:

ContentAcquisitionPhysical

Activity:

Mode:

Format:

42,00000000

Quantity

Number of hardware acquired:

Number of software acquired:

Number of licensed databases acquired:

Number of print materials (books & government documents) acquired:

Number of electronic materials acquired:

Number of audio/visual units (audio discs, talking books, other recordings) acquired:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:

Historical Societies or Organizations:

Museums:

Archives:

Cultural Heritage Organization Multi-type:

Preschools:

Schools:

Adult Education:

Human Service Organizations:

Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:

State Government:

Local Government (excluding school districts):

School District:

Non-Profit:

Private Sector:

Tribe/Native Hawaiian Organization:

NoTargetedUrbanSuburbanRural0-5 yearsEconomic Not ApplicableEthnicity Not ApplicableYesNoNoNoNoNo

Beneficiaries

Is the activity directed at the library workforce:

For a targeted group or for the general population:

Geographic community of the targeted group:

For what age groups:

For what economic types:

For what ethnicity types:

Is the activity directed at families:

Is the activity directed at intergenerational groups:

Is the activity directed at immigrants/refugees:

Is the activity directed at those with disabilities:

Limited functional literacy or informational skills:

Is the activity category not already captured:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 676Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 7200

Project Outcomes

List any important outcomes or findings not previously reported:

Please briefly describe the importance of these outcomes and findings for future program planning:

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Do you anticipate continuing this project after the current reporting period ends:

Do you anticipate any change in level of effort in managing this project:

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project:

Explain:

Was an evaluation conducted for this project:

Was a final written evaluation report produced:

Can the final written evaluation report be shared publicly on the IMLS website:

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator:

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

No

Exemplary:

Project Tags:

Play & Grow

2023-PA-93742Pennsylvania2023TUSCARORA INTERMEDIATE UNIT 11

G2S Project Code:

State:

Fiscal Year:

Grantee:

Rose Gioia-Fine(724) 986-6026rgioia.fine@tiu11.org

Director Name:

Director Phone:

Director Email:

430078178910/01/202306/30/2024Libraries as Community CatalystsThe Play & Grow project supports Pennsylvania libraries in enhancing services for families with children aged 0-5 by fostering early learning, family engagement, and social-emotional development. In fiscal year 2023-24, this initiative provided 18 libraries with professional development and resources to integrate inclusive, play-centered programming. Key training topics included brain development, trauma-informed practices, and the Strengthening Families Protective Factors Framework. Librarians reported increased confidence and understanding with program components such as process art, sensory play, and mindfulness practices. Qualitative feedback highlighted innovative adaptations like play stations, activity-based storytimes, and materials that foster creativity and inclusivity. Libraries noted strengthened connections with families and improved support for diverse needs, including working families and children with sensory challenges.

State Project Code:

Start Date:

End Date:

State Goal:

Project Description:

101,810.660.000.00101,810.66

LSTA: \$

MATCH-State: \$

MATCH-Other: \$

Total: \$

Improve users' general knowledge and skills.

Parenting & Family skills

Early Literacy

Activity Details

Title:

Narrative:

Intent:

ContentAcquisitionPhysical

Activity:

Mode:

Format:

756001800

Quantity

Number of hardware acquired:

Number of software acquired:
Number of licensed databases acquired:
Number of print materials (books & government documents) acquired:
Number of electronic materials acquired:
Number of audio/visual units (audio discs, talking books, other recordings) acquired:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:

Historical Societies or Organizations:

Museums:

Archives:

Cultural Heritage Organization Multi-type:

Preschools:

Schools:

Adult Education:

Human Service Organizations:

Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:

State Government:

Local Government (excluding school districts):

School District:

Non-Profit:

Private Sector:

Tribe/Native Hawaiian Organization:

YesGeneral

Beneficiaries

Is the activity directed at the library workforce:

For a targeted group or for the general population:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 18Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 10

Agree: 2

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0Question 2: Applying the resource will help improve library services to the public.

Strongly Agree: 10

Agree: 2

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0Play & Grow TrainingThe Play & Grow project provided professional development for library staff through four live training sessions and an asynchronous module. Trainings covered developmentally appropriate practices for children birth to five, evidence-based family engagement strategies, social-emotional learning, and trauma-informed approaches. Content emphasized the Strengthening Families Protective Factors Framework, play's role in early childhood development, and creating inclusive Play and Grow spaces. Participants practiced skills, reflected with peers, and shared ideas through a dedicated listserv and peer presentations. This comprehensive training equipped libraries to better serve young children and their families.Improve users' general knowledge and skills.

YesNoQuestion 1: I learned something by participating in this library activity.

Activity Details

Title:

Narrative:

Intent:

InstructionProgramVirtual

Activity:

Mode:

Format:

1804181

Quantity

Session length (minutes):

Number of sessions in program:

Average number in attendance per session:

Number of times program administered:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:

Historical Societies or Organizations:

Museums:

Archives:

Cultural Heritage Organization Multi-type:

Preschools:

Schools:

Adult Education:

Human Service Organizations:

Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:

State Government:

Local Government (excluding school districts):

School District:

Non-Profit:

Private Sector:

Tribe/Native Hawaiian Organization:

YesGeneral

Beneficiaries

Is the activity directed at the library workforce:

For a targeted group or for the general population:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 18Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 13
Agree: 4
Neither Agree nor Disagree: 1
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 13
Agree: 3
Neither Agree nor Disagree: 2
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 3: I intend to apply what I just learned.

Strongly Agree: 14
Agree: 3
Neither Agree nor Disagree: 1
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 13
Agree: 3
Neither Agree nor Disagree: 2
Disagree: 0
Strongly Disagree: 0
Non-Response: 0

The Play & Grow project has led to significant outcomes for both libraries and the communities they serve.

Librarians reported increased confidence and knowledge in key areas such as early literacy development, brain development, social-emotional learning, and trauma-informed practices. This enhanced understanding translated into more inclusive and developmentally appropriate programming for children aged 0-5. Libraries embraced child-led activities, shifting from product-oriented craft sessions to process art and sensory-based exploration. Programs like cooperative obstacle courses and mindfulness exercises encouraged physical engagement, communication, and emotional regulation among children. Libraries also enhanced community engagement by adopting trauma-informed practices and creating sensory-friendly spaces. Families accessed resources that supported social-emotional learning, creativity, and early literacy, with activities tailored to various family schedules. Participants created resources such as bookmarks summarizing books and developmental milestones, connecting library activities to children's growth. Collaboration and peer learning were vital to the project's success. Communities of Practice and a project-specific listserv allowed librarians to share ideas and best practices, fostering a supportive network. Participants reported personal growth, feeling more confident and inspired to work with young children, even without prior experience. This professional development enabled library staff to create inclusive and impactful spaces and programs. The project emphasized sustainability, with libraries committing to maintain Play & Grow programming for at least two years. They enhanced their spaces with materials and collections supporting early childhood development and family engagement. Overall, Play & Grow transformed library services by equipping

staff with the knowledge and tools to better serve families and build stronger, more inclusive communities. The Play & Grow project's outcomes are pivotal in shaping future programs, as they emphasize the importance of equipping library staff with the skills and knowledge to support early childhood development and family engagement. By enhancing librarians' confidence in areas such as early literacy, brain development, and trauma-informed practices, the project directly impacts the quality of programming, making it more inclusive and developmentally appropriate for children aged 0-5. This shift is evident in the transition from product-based crafts to child-led activities like sensory exploration and mindfulness, which promote physical engagement, emotional regulation, and communication skills. The emphasis on trauma-informed practices and sensory-friendly spaces underscores the role of libraries as inclusive, supportive environments. By creating resources that connect library activities to developmental milestones and offering flexible programming for diverse family schedules, the project demonstrates the value of accessibility and adaptability in program design. These findings highlight the importance of libraries evolving their programs to prioritize inclusivity and family support. By continuing and expanding these practices, libraries can offer more meaningful and accessible services that address the varied needs of their communities. One of the most significant lessons learned from the Play & Grow project is the transformative power of investing in professional development for library staff. By enhancing their knowledge of early literacy, social-emotional learning, trauma-informed practices, and child development, staff were better equipped to design and implement inclusive, engaging programs for children and families. This demonstrates that meaningful training not only improves programming but also boosts staff confidence and creativity, allowing libraries to become more impactful community resources. For others adopting facets of this project, prioritizing targeted, high-quality training aligned with program goals is essential for success. Another key lesson is the importance of creating flexible, inclusive programming that reflects the needs of communities. The shift from product-oriented crafts to process-driven, child-led activities empowered children to explore and develop critical skills at their own pace. Additionally, adjustments to program schedules and the integration of sensory-friendly, trauma-informed spaces ensured that families with varied needs could fully participate. For those adopting these strategies, it is important to approach programming with a community-centered mindset, actively seeking feedback and remaining adaptable to local needs and circumstances. YesNoNoYesYesYesThird-PartyReview SurveysParticipant ObservationPhotosOther: Census – We selected everyone (or every item).Early Literacy, Social Emotional Learning, Youth ServicesFolk and Traditional Arts ProgramsThe primary audience for these programs were children and adults of all ages, local communities, and the libraries who serve those communities. These programs were designed to share the rich cultural heritage of Pennsylvania communities through partnership with libraries who may lack the human and financial resources necessary to develop, present and sustain this specialized programming. Improve users' ability to participate in their community. YesNoQuestion 1: I learned something by participating in this library activity.[Project Outcomes](#)
List any important outcomes or findings not previously reported:

Please briefly describe the importance of these outcomes and findings for future program planning:

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Do you anticipate continuing this project after the current reporting period ends:

Do you anticipate any change in level of effort in managing this project:

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project:

Explain:

Was an evaluation conducted for this project:

Was a final written evaluation report produced:

Can the final written evaluation report be shared publicly on the IMLS website:

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator:

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

YesThe Play & Grow Library Project exemplifies innovation and vision by addressing the critical need for high-quality early childhood programming and family engagement in Pennsylvania's public libraries, particularly in underserved areas. By equipping libraries with training, resources, and tools, the project enables staff to offer programming that supports whole-child development, including social-emotional learning and early literacy. Integrating trauma-informed care and the Strengthening Families Protective Factors Framework, it creates user-focused spaces that welcome families and foster learning through play. Targeting libraries with part-time or undertrained children's staff, Play & Grow bridges resource gaps, enhances community connections, and aligns with strategic goals to promote equity, engagement, and responsive service design for young children and their caregivers.

Exemplary:

Project Tags:

Folk and Traditional Arts Partners and Libraries Grants

2023-PA-93954Pennsylvania2023Pennsylvania Council on the Arts

G2S Project Code:

State:

Fiscal Year:

Grantee:

Dana Payne(717) 525-5544danpayne@pa.gov

Director Name:

Director Phone:

Director Email:

01/01/202409/30/2024Libraries as Community CatalystsThis program was developed support education and celebration of Pennsylvania's diverse heritage through folk and traditional arts. The Pennsylvania Arts Council collaborated with local libraries to develop and implement quality arts programming with a focus on engaging communities through participatory folk and traditional arts programs, artist presentations, educational activities, and training for artists and library staff. Nine Partnerships across the Commonwealth.

State Project Code:

Start Date:

End Date:

State Goal:

Project Description:

322,106.800.000.00322,106.80

LSTA: \$

MATCH-State: \$

MATCH-Other: \$

Total: \$

Improve users' ability to participate in their community.

Arts, Culture & Humanities

Outreach & Partnerships

Activity Details

Title:

Narrative:

Intent:

InstructionProgramCombined in-person & virtual

Activity:

Mode:

Format:

608519215

Quantity

Session length (minutes):

Number of sessions in program:

Average number in attendance per session:

Number of times program administered:

Partner Information

NoNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:

Historical Societies or Organizations:

Museums:

Archives:

Cultural Heritage Organization Multi-type:

Preschools:

Schools:

Adult Education:

Human Service Organizations:

Other:

Legal Type of Partner Organization(s):

NoNoNoNoNoNoNo

Federal Government:

State Government:

Local Government (excluding school districts):

School District:

Non-Profit:

Private Sector:

Tribe/Native Hawaiian Organization:

NoGeneral

Beneficiaries

Is the activity directed at the library workforce:

For a targeted group or for the general population:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 25Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 1Other: 0

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0Question 3: I intend to apply what I just learned.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0Question 4: I am more aware of resources and services provided by the library.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0Question 5: I am more likely to use other library resources and services.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0Library patrons reported an increase in cultural awareness from both a historical and current perspective. Library patrons reported an increase in feeling connected to their community as well as creating new connections within their community. Additionally, library patrons provided feedback on their increased knowledge of resources; financial, educational, and other professional opportunities to individual and aspiring traditional artists for individuals and organizations. Library staff reported new community partnerships and plans for continued programming. Library staff reported an increase in program attendance as well as an increase of new library members, as a result of these programs. These outcomes have promoted inclusive programming designed to highlight Pennsylvania folk and traditional arts. These programs provided experiential learning with use of many mediums, for all ages, and encouraged community engagement in equitable programming. Collaborative community-based relationships between organizations create a more holistic approach to serve their community. NoNoNoNoNoNoThird-PartyOther: Folk & Traditional ArtsPA Forward and Partner TrainingDuring the period, twelve PA Forward® sponsored programs were carried out and one partner training was carried out, in collaboration with the United Way of Pennsylvania. Sessions include: "Moving Beyond Doctor Google: Providing Consumer Health Literacy in your Library", "We're Getting Feedback: The Basics of Program Assessment", "How to Communicate the Value of Your Star Library Status to Your Community," "Assessment and Evaluation," "Using PA Forward® Communication Tools," and "PA Forward® Civic and Social Literacy." Additionally, the program "More Effective Together: Health Literacy Professionals and Libraries, a Pennsylvania Model" was presented at the 2024 Institute for Healthcare Advancement Conference. Improve the library workforce. YesNoQuestion 1: I learned something by participating in this library activity.[Project Outcomes](#)
List any important outcomes or findings not previously reported:

Please briefly describe the importance of these outcomes and findings for future program planning:

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Do you anticipate continuing this project after the current reporting period ends:

Do you anticipate any change in level of effort in managing this project:

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project:

Explain:

Was an evaluation conducted for this project:

Was a final written evaluation report produced:

Can the final written evaluation report be shared publicly on the IMLS website:

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator:

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

No

Exemplary:

Project Tags:

PA Forward

2023-PA-93955Pennsylvania2023Pennsylvania Library Association

G2S Project Code:

State:

Fiscal Year:

Grantee:

Christi Buker(717) 766-5440christi@palibraries.org

Director Name:

Director Phone:

Director Email:

FC410009653510/01/202306/30/2024Libraries as Community CatalystsLibraries are critical community infrastructure. They connect people to the information they need to be successful in a 21st Century Society. If provided with the best possible resources in Basic, Information, Civic and Social, Health and Financial literacies, libraries can help their individual users to enhance their own literacy skills, leading to a better quality of life and ability to contribute fully to their communities and the Commonwealth. PA Forward® supports these efforts by providing

libraries with very clear training to help staffs offer programs to benefit their users. PA Forward® builds needed pipelines between the library, members of the community and the service area. The PA Forward® initiative trains libraries in best programming practices, provides model programming to be used in local libraries, trains librarians to evaluate their programming, connects library workers to subject matter experts in the literacy fields, and recognizes libraries through the PA Forward® Star Library Program who demonstrate to their communities that they are providing quality literacy programming.

State Project Code:

Start Date:

End Date:

State Goal:

Project Description:

85,012.000.0043,417.33128,429.33

LSTA: \$

MATCH-State: \$

MATCH-Other: \$

Total: \$

Improve the library workforce.

Library Infrastructure & Capacity
Continuing Education and Staff Development

Activity Details

Title:

Narrative:

Intent:

InstructionProgramCombined in-person & virtual

Activity:

Mode:

Format:

6016477

Quantity

Session length (minutes):

Number of sessions in program:

Average number in attendance per session:

Number of times program administered:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:

Historical Societies or Organizations:

Museums:

Archives:

Cultural Heritage Organization Multi-type:

Preschools:

Schools:

Adult Education:

Human Service Organizations:

Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:

State Government:

Local Government (excluding school districts):

School District:

Non-Profit:

Private Sector:

Tribe/Native Hawaiian Organization:

YesGeneral

Beneficiaries

Is the activity directed at the library workforce:

For a targeted group or for the general population:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 4Academic Libraries: 2SLAA: 0Consortia: 0Special Libraries: 1School Libraries: 0Other: 3

Strongly Agree: 131

Agree: 80

Neither Agree nor Disagree: 7

Disagree: 1

Strongly Disagree: 0

Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 118
 Agree: 80
 Neither Agree nor Disagree: 20
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 1Question 3: I intend to apply what I just learned.

Strongly Agree: 111
 Agree: 87
 Neither Agree nor Disagree: 18
 Disagree: 1
 Strongly Disagree: 0
 Non-Response: 2Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 114
 Agree: 85
 Neither Agree nor Disagree: 19
 Disagree: 0
 Strongly Disagree: 0

Non-Response: 1PA Forward at PA Library Association Annual ConferenceIn October 2023, the Pennsylvania Library Association held its annual conference. At the conference, PA Forward® carried out 5 programs. The 2023 Adult Literacy Programming Awards were presented to five libraries from across the Commonwealth. PA Forward® partner The Department of Treasury carried out a program "Striving to meet special needs populations" to highlight Treasury's ABLE program and services libraries are carrying out for special populations. "The Other Side of the Table: Library Staff Serving as Board Members" discussed serving on community boards to deepen partnerships with organizations to enhance literacy in our library communities, "Caring for the Family Tree: Helping Patrons Select Genealogy Software" focused on Digital Literacy among library users interested in Genealogy. "Twenty-First Century Teens" demonstrated how PA Forward® can be used among teen populations around the state. Because any attendee of the conference can go to any session, we do not have a way to generate a session-specific attendee list for each session, but most sessions had 30-75 attendees from the more than six concurrent sessions and roughly 400 attendees on site each day.Improve the library workforce.YesNoQuestion 1: I learned something by participating in this library activity.

Activity Details

Title:
Narrative:
Intent:
 InstructionProgramIn-person

Activity:

Mode:
Format:

605521
Session length (minutes):
Number of sessions in program:
Average number in attendance per session:
Number of times program administered:

Quantity

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:
Historical Societies or Organizations:
Museums:
Archives:
Cultural Heritage Organization Multi-type:
Preschools:
Schools:
Adult Education:
Human Service Organizations:
Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

YesGeneral
Beneficiaries

**Is the activity directed at the library workforce:
 For a targeted group or for the general population:**

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 0Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 62
 Agree: 32
 Neither Agree nor Disagree: 6
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 7
 Question 2: I feel more confident about what I just learned.

Strongly Agree: 53
 Agree: 34
 Neither Agree nor Disagree: 16
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 4
 Question 3: I intend to apply what I just learned.

Strongly Agree: 59
 Agree: 35
 Neither Agree nor Disagree: 12
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 1
 Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 55
 Agree: 41
 Neither Agree nor Disagree: 11
 Disagree: 0
 Strongly Disagree: 0

Non-Response: 0
 OPA Forward Virtual Programming Collection
 The PA Forward Virtual Programming collection provides on-demand programming instruction and ideas available for all PA libraries in one of the five literacy focal areas -- Basic Literacy, Information Literacy, Civic and Social Literacy, Health Literacy and Financial Literacy. Each year, libraries with exemplary programming are encouraged to submit programs to be added to this virtual collection. In 2023, 12 programs were added - 3 in Basic Literacy, 3 in Information Literacy, 3 in Civic & Social Literacy, and 3 in Health Literacy. Improve the library workforce.
 YesNo
 Question 1: I am satisfied that the resource is meeting library needs.

Activity Details

Title:
Narrative:
Intent:
 ContentCreationDigital

Activity:

Mode:
Format:

00000120

Quantity

Number of items digitized:
Number of items digitized and available to the public:
Number of physical items:
Number of open-source applications/software/systems:
Number of proprietary applications/software/systems:
Number of learning resources (e.g. toolkits, guides):
Number of plans/frameworks:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:
Historical Societies or Organizations:
Museums:
Archives:
Cultural Heritage Organization Multi-type:
Preschools:
Schools:
Adult Education:
Human Service Organizations:
Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

YesGeneral
Beneficiaries

**Is the activity directed at the library workforce:
For a targeted group or for the general population:**

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 12Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0Question 2: Applying the resource will help improve library services to the public.

Strongly Agree: 0

Agree: 0

Neither Agree nor Disagree: 0

Disagree: 0

Strongly Disagree: 0

Non-Response: 0The PA Forward® program continues to be a valuable tool for our partners to connect with local libraries. In the

past nine months, the initiative has had conversations with eleven statewide organizations about how to work more closely with libraries. One example is this spring the Pennsylvania Court System was able to share a new resource about Elder Abuse and Financial Literacy to every library in the Commonwealth through PA Forward®'s coordination. The use of the PA Forward® literacy programming framework continues to be very popular among librarians in Pennsylvania. This year the initiative expected to do 12 PA Forward® workshops, however, because of the great demand to learn more about literacy work, we were able to complete 18 workshops thanks to our partnerships and volunteers. 263 libraries are currently working on their Star Library Program certification and maintenance of star status. Close to 50% of the public libraries in PA are impacted and actively adopting literacy concepts of the initiative. Over the last few months, it has been made perfectly clear by the popularity of training and workshop offers that there is a great desire to continue and expand literacy work in our Commonwealth's libraries. Therefore, the recruitment of more volunteer trainers and the communication of training opportunities need to be of a greater focus. The work that the initiative does in recruiting strong partners for local libraries also needs to have a more sustained effort. The initiative will be more proactive in reaching out to partners in the coming year to help libraries anticipate developing needs in the literacy areas and not reacting to changes. One significant lesson learned is that the initiative is the great need for training among our library workers. The great turnover and retirement of library workers over the previous few years has created a great gap in the skills of those new workers in the ability to carry out quality library literacy programming. Therefore, the initiative must continue to focus on the basics of good program design, understanding of developing desired outcomes, and evaluation to measure desired outcomes. Our initiative leadership has been thinking of this focus as getting back to the basics of quality library programming design. YesNoNoNoNoNoThird-PartyOther: PA Forward, Literacy, Star Library ProgramDirectors' Institute by PALSThis program is intended for those in key library management positions whose duties may be related to library finances, employee hiring, staff discipline and interacting with trustees and leading community building work. Leaders from all types of libraries are invited. From May 5-7, 21 participants, 4 mentors, and 4 volunteer leaders came together in Harrisburg to learn and develop their leadership skills, including the intersection of leadership and diversity. Participants received a Strengths-Based Leadership book to take an assessment of their personal top five strengths in advance of the program. At the program, presenter Jolene Pickens engaged attendees on how to apply what they learned from their assessment directly to their leadership development. The presenter offered an hour long virtual follow-up session the week after which focused on growing leadership abilities through the critical functions of trust, compassion, stability, and hope. Four experienced PA library leaders served as mentors throughout the program. They were able to offer practical insights throughout and conducted follow-up guidance virtually. Improve the library workforce.YesNoQuestion 1: I learned something by participating in this library activity.Project Outcomes

List any important outcomes or findings not previously reported:

Please briefly describe the importance of these outcomes and findings for future program planning:

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Do you anticipate continuing this project after the current reporting period ends:

Do you anticipate any change in level of effort in managing this project:

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project:

Explain:

Was an evaluation conducted for this project:

Was a final written evaluation report produced:

Can the final written evaluation report be shared publicly on the IMLS website:

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator:

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

No
Exemplary:
Project Tags:

Academy of Leadership Studies

2023-PA-93956Pennsylvania2023Pennsylvania Library Association

G2S Project Code:

State:

Fiscal Year:

Grantee:

Christi Buker(717) 766-5440christi@palibraries.org

Director Name:

Director Phone:

Director Email:

FC410009653910/01/202306/30/2024Libraries integral to the lifelong educational ecosystemThe Pennsylvania Library Association's Academy of Leadership Studies (PALS) provides personal and professional leadership development for librarians across the state. This is done through multiple workshops with programming for non-degreed librarians and support staff, librarians holding a master's degree, library directors, and library staff in leadership positions. PALS includes formal education with professional facilitators, mentoring from experienced library leaders, leadership development and professional development resources, long-term group projects, and cohort-building sessions tackling real-world issues with a Pennsylvania focus. We have continued to expand our program offerings to include virtual programs, which has in turn expanded the accessibility of these programs. Most of the planning and implementation of these programs is handled by the Leadership Development Committee. These volunteers serve in specific roles and work to improve curriculum, recruit speakers, coordinate program logistics, select mentors, create frameworks for group projects and lead activities.

State Project Code:

Start Date:

End Date:

State Goal:

Project Description:

92,812.000.0044,597.14137,409.14

LSTA: \$

MATCH-State: \$

MATCH-Other: \$

Total: \$

Improve the library workforce.

Library Infrastructure & Capacity

Continuing Education and Staff Development

Activity Details

Title:

Narrative:

Intent:

InstructionProgramIn-person

Activity:

Mode:

Format:

6017291

Quantity

Session length (minutes):

Number of sessions in program:

Average number in attendance per session:

Number of times program administered:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:

Historical Societies or Organizations:

Museums:

Archives:

Cultural Heritage Organization Multi-type:

Preschools:

Schools:

Adult Education:

Human Service Organizations:

Other:

Legal Type of Partner Organization(s):

NoNoNoNoNoNoNo

Federal Government:

State Government:

Local Government (excluding school districts):

School District:

Non-Profit:

Private Sector:

Tribe/Native Hawaiian Organization:

YesGeneral

Beneficiaries

Is the activity directed at the library workforce:

For a targeted group or for the general population:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 25Academic Libraries: 3SLAA: 0Consortia: 0Special Libraries: 1School Libraries: 0Other: 1

Strongly Agree: 30
Agree: 11
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 25
Agree: 15
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 1Question 3: I intend to apply what I just learned.

Strongly Agree: 28
Agree: 13
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 28
Agree: 13
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0

Non-Response: 0Leadership Academy by PALSThe Leadership Academy by PALS is a unique program that provides long term benefits for individuals and libraries through the exploration and development of leadership skills, experiences, and professional connections. In addition to those participants who hold a MLS/MLIS degree, this year's Leadership Academy included participants with an interest in long-term careers within Pennsylvania who had a bachelor's degree with two of more years of library experience, as well as, those who are currently working on their master's degree. This in-person program took place on May 7-10, 2024 and allowed 29 participants, 4 mentors, and 5 volunteer leaders to learn leadership skills, recognize their strengths, and lead with intentionality. The curriculum was developed to encompass exploring the coexistence of diversity and bias, growth and development, leading with authenticity, building healthy team relationships, and taking the lead in your own career. The program intertwined large group discussions with small group cohorts led by four PA library leaders (mentors) to collaborate and complete one of several leadership practicums.Improve the library workforce.YesNoQuestion 1: I learned something by participating in this library activity.

Activity Details

Title:

Narrative:

Intent:

InstructionProgramIn-person

Activity:

Mode:

Format:

6022381

Quantity

Session length (minutes):

Number of sessions in program:

Average number in attendance per session:

Number of times program administered:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:

Historical Societies or Organizations:

Museums:

Archives:

Cultural Heritage Organization Multi-type:

Preschools:

Schools:

Adult Education:

Human Service Organizations:

Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:

State Government:

Local Government (excluding school districts):

School District:

Non-Profit:

Private Sector:

Tribe/Native Hawaiian Organization:

YesGeneral

Beneficiaries

Is the activity directed at the library workforce:

For a targeted group or for the general population:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 29Academic Libraries: 8SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 1

Strongly Agree: 25
Agree: 3
Neither Agree nor Disagree: 1
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 18
Agree: 8
Neither Agree nor Disagree: 3
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 3: I intend to apply what I just learned.

Strongly Agree: 22
Agree: 6
Neither Agree nor Disagree: 1
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 23
Agree: 4
Neither Agree nor Disagree: 2
Disagree: 0
Strongly Disagree: 0

Non-Response: 0Choosing Leadership by PALSTwo sessions of Choosing Leadership, a virtual program geared toward degreed and non-degreed library workers in non-supervisory positions, were held in March 2024. These three and a quarter hour virtual sessions were led by Tina Hertel. There were 32 participants in those programs. Choosing Leadership is a specially designed half-day workshop for library support staff. Any library staff members with a leadership spark are encouraged to attend. Students are also welcome. The program consisted of interactive segments, guided discussions, and individual and group activities. Program objectives included developing an understanding of what leadership means to each of us, aligning personal values, interests, and skills with personal leadership styles, learning how to use one's particular leadership style to advance the library's mission and vision, building a leadership network of mentors and colleagues, and developing leadership conversation skills. Participants were asked to complete pre-session activities that included motivated skills work and self assessments.Improve the library workforce.YesNoQuestion 1: I learned something by participating in this library activity.

Activity Details

Title:

Narrative:

Intent:

InstructionProgramVirtual

Activity:

Mode:

Format:

1951321

Quantity

Session length (minutes):

Number of sessions in program:

Average number in attendance per session:

Number of times program administered:

Partner Information

YesNoNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:
Historical Societies or Organizations:
Museums:
Archives:
Cultural Heritage Organization Multi-type:
Preschools:
Schools:
Adult Education:
Human Service Organizations:
Other:

NoNoNoNoNoNoNo
Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

Legal Type of Partner Organization(s):

YesGeneral
Beneficiaries

**Is the activity directed at the library workforce:
 For a targeted group or for the general population:**

Locale
Is the activity state-wide:
Specific Locations:
Library Types

Public Libraries: 24Academic Libraries: 6SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 1

Strongly Agree: 13
 Agree: 9
 Neither Agree nor Disagree: 1
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 9
 Agree: 12
 Neither Agree nor Disagree: 1
 Disagree: 1
 Strongly Disagree: 0
 Non-Response: 0Question 3: I intend to apply what I just learned.

Strongly Agree: 14
 Agree: 6
 Neither Agree nor Disagree: 3
 Disagree: 0
 Strongly Disagree: 0
 Non-Response: 0Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 10
 Agree: 11
 Neither Agree nor Disagree: 1
 Disagree: 1
 Strongly Disagree: 0

Non-Response: 0PALS Refresher WorkshopThe "PALS Refresher" workshop was held on June 4, 2024, in-person in Harrisburg at the Best Western. The workshop was open to any former attendees of the Directors' Institute by PALS as they had completed the Gallup Clifton Strengths Assessment previously and would use their personal results during this refresher. Having this workshop in Harrisburg made it accessible to any attendees who needed to travel by Amtrak to a workshop. It was also timed to start at 11:00 am with a working lunch break so that most folks could drive/travel in the morning, and still return home later in the day without requiring an overnight hotel stay. The 22 registrants brought copies of their individual Strengths reports, and Gallup-Certified Trainer Jolene Pickens helped everyone see their individual strengths applied to two 90 minute segments: Pillars of Leadership and Empowering Leaders through Purposeful Conflict. The workshop was highly interactive and included worksheets, discussion and practice scenario activities in small groups along with individual report outs. Improve the library workforce. YesNoQuestion 1: I learned something by participating in this library activity.

Activity Details

Title:
Narrative:
Intent:
 InstructionProgramIn-person

Activity:

Mode:

Format:

902221

Quantity

Session length (minutes):
Number of sessions in program:
Average number in attendance per session:
Number of times program administered:

Partner Information

YesNoNoNoNoNoNoNoNo

Organization Type of Partner Organization(s):

Libraries:
Historical Societies or Organizations:
Museums:
Archives:
Cultural Heritage Organization Multi-type:
Preschools:
Schools:
Adult Education:
Human Service Organizations:
Other:

NoNoNoNoNoNoNo

Legal Type of Partner Organization(s):

Federal Government:
State Government:
Local Government (excluding school districts):
School District:
Non-Profit:
Private Sector:
Tribe/Native Hawaiian Organization:

YesGeneral

Beneficiaries

Is the activity directed at the library workforce:
For a targeted group or for the general population:

Locale

Is the activity state-wide:

Specific Locations:

Library Types

Public Libraries: 0Academic Libraries: 0SLAA: 0Consortia: 0Special Libraries: 0School Libraries: 0Other: 0

Strongly Agree: 10
Agree: 5
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 2: I feel more confident about what I just learned.

Strongly Agree: 11
Agree: 4
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 3: I intend to apply what I just learned.

Strongly Agree: 9
Agree: 6
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0
Non-Response: 0Question 4: Applying what I learned will help improve library services to the public.

Strongly Agree: 11
Agree: 4
Neither Agree nor Disagree: 0
Disagree: 0
Strongly Disagree: 0

Non-Response: 01. Enhanced Leadership Skills: Participants across all programs reported significant growth in their leadership abilities. 2. Increased Confidence: Involvement in planning and executing the programs, particularly through the efforts of the Leadership Development Committee, has led to increased confidence among committee members in their leadership capabilities. 3. Expanded Accessibility: The inclusion of virtual programs has broadened access to leadership training. 4. Cohort Building and Networking: The programs emphasized cohort-building sessions that tackled real-world issues specific to Pennsylvania libraries. These sessions facilitated strong networking opportunities, enabling participants to build supportive professional relationships that extend beyond the training.5. Long-Term

Projects and Practical Application: Each program included long-term group projects that addressed practical challenges faced by libraries. These projects not only provided hands-on experience but also resulted in tangible improvements and innovative solutions for libraries across the state.6. Diversity, Equity, and Inclusion (DEI) Focus: The workshops incorporated a strong emphasis on DEI.1. Evidence-Based Improvements: The demonstrated enhancement of leadership skills and increased confidence among participants provide strong evidence that the current curriculum and methods are effective. 2. Strengthening DEI Initiatives: The focus on diversity, equity, and inclusion (DEI) in the workshops has shown to be impactful in fostering inclusive environments and should continue to expand.3. Practical Application and Project Work: The success of long-term group projects in providing hands-on experience and generating innovative solutions indicates that practical application is a key component of effective learning. Future programs should continue to incorporate project-based learning, possibly exploring new project formats or areas of focus to address emerging challenges in libraries.4. Resource Provision: Providing a wealth of professional development resources has been beneficial for participants. Future programs should ensure that these resources are up-to-date, comprehensive, and easily accessible, perhaps through a dedicated online platform or resource library.Value of Virtual Accessibility: One of the most significant lessons learned from the 2024 PALS programs is the importance of virtual accessibility. By offering virtual programs, PALS was able to reach a broader and more diverse audience. This approach not only facilitated participation from library workers in remote or underserved areas but also demonstrated the potential for inclusivity and flexibility in professional development. Impact of DEI-Focused Training: Another critical lesson is the profound impact of incorporating diversity, equity, and inclusion (DEI) training into leadership development programs. The DEI focus helped participants develop a deeper understanding of the issues and equipped them with strategies to create more inclusive environments within their libraries. By emphasizing virtual accessibility and DEI-focused training, other organizations can enhance the reach and impact of their leadership development programs, creating more inclusive and effective leaders for the future. YesYesWe will continue to need to keep in mind the rising costs of materials and additional considerations when continuing to develop programs.NoNoYesNoThird-PartyOther: PA librarians, leadership, development [Project Outcomes](#)

List any important outcomes or findings not previously reported:

Please briefly describe the importance of these outcomes and findings for future program planning:

Explain one or two of the most significant lessons learned for others wanting to adopt any facets of this project:

Do you anticipate continuing this project after the current reporting period ends:

Do you anticipate any change in level of effort in managing this project:

Explain:

Do you anticipate changing the types of activities and objectives addressed by the project:

Explain:

Was an evaluation conducted for this project:

Was a final written evaluation report produced:

Can the final written evaluation report be shared publicly on the IMLS website:

Was the evaluation conducted by project staff (either SLAA or local library) or by a third-party evaluator:

What data collection tools were used for any report outcomes and outputs:

Did you collect any media for the data:

What types of methods were used to analyze collected data:

How were participants (or items) selected:

What type of research design did you use to compare the value for any reported output or outcome:

No

Exemplary:

Project Tags: