



## Library Development

### Application for Library Training Program Grant

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**Bill and Melinda Gates Foundation U.S. Library Training Program**  
**Application for Library Training Program Grant from the New York State Library**  
**March 13, 2002**

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## Grant Application

### Development

- 1. What are the training needs of the libraries in your state and how did you learn about these needs? If you have conducted a needs assessment, attach a copy.**

Over the last decade New York State has monitored and evaluated technology and training needs in the state's public libraries through a number of statewide initiatives and the Plans of Service of its 23 public library systems.

Since 1987, New York has issued a series of statewide technology plans. Each plan has included not only an operational strategy for providing access to electronic resources; it has also created a pathway for the state to collect data and monitor the progress of libraries around the state as they move to meet specific criteria in many areas, including training.

#### **Electronic Doorway Library Initiative**

The state's second technology plan, *The Electronic Doorway Library: Meeting the Information Needs of the People of New York State*, issued in 1993, made the Electronic Doorway Library (EDL) Initiative the focal point for the development and growth of technology-based library services. An Electronic Doorway Library uses computers and telecommunications technology, a full range of library resources, and the services of skilled library personnel to provide access to information and guidance for library users.

In April 1998, the state issued its third statewide technology plan, *Doorways to Information in the 21st Century: Every New York Library an Electronic Doorway Library*. Because of the rapid advances in technology, the third plan accelerated the EDL process. The plan also presented criteria for three levels of Electronic Doorway Libraries and a blueprint for EDL services in New York State for the years 1998 through 2000. It called for library systems to assess library staff and user training needs on an ongoing basis, taking into account staff and users who are from diverse cultures, have different learning styles, or are visually or physically challenged. It emphasized that user training, when combined with outreach efforts, can play a significant role in attracting current non-users of libraries, and that training

is particularly important in libraries serving the poor and those caught in the digital divide.

Through the ongoing EDL Initiative, the State Library has been able to measure the overall migration of the library community toward the goal of universal access to electronic information for New Yorkers. By October 2001, 98.6 percent of public libraries qualified as Electronic Doorway Libraries, providing service in the categories "Content," "Access," and "Training" at least at the basic EDL level.

### **Regents Commission on Library Services and the NOVEL Initiative**

More recently, the Regents Commission on Library Services, appointed by the New York State Board of Regents in June 1998, undertook a two-year examination of library services throughout the state. The purpose of the Commission was to develop and recommend to the Regents a vision for library services in the 21st century and a plan for ensuring the greatest access to information for all New Yorkers.

As a part of its examination, the Commission sponsored a survey of New York residents to find out how New Yorkers use public libraries. The survey was designed to identify the public's information needs and the reasons for use and non-use. The 1999 survey also identified the most sought-after new library services.

The survey found that New Yorkers consider their local public libraries to be very important to the quality of life in their communities, and they use their libraries in numbers well above the average. Most respondents requested an expansion of current services, as well as new means of getting information from their libraries. High on the list of New Yorkers' priorities are increased use of technology, including Internet access to their library from home and delivery of information by fax or e-mail; database searching services; statewide access to library resources in all libraries in the state; and non-English library services.

The Commission presented its final report, *Meeting the Needs of All New Yorkers: Library Service in the New Century*, to the Regents in July 2000. The Commission wrote, as its first recommendation: "Create NOVEL, the New York Online Virtual Electronic Library, to deliver high-quality, reliable digital information to all New Yorkers." In expressing its vision for access to information, the Commission stated these beliefs:

*To function successfully in today's society, New Yorkers must have equitable access to information resources-including high-quality, reliable electronic resources. New York must help close the digital divide for all its residents by making high-quality electronic information accessible to library users, regardless of economic circumstances, geographic location, or disabilities.*

In January 2001, the State Library assembled a broadly representative Planning Team charged with crafting an

implementation plan for NOVEL. The planning process has involved the intensive collaboration of library leaders to examine needs and address delivery of electronic services and resources to all libraries in the state.

One of the most critical steps for the Planning Team was to host a NOVEL Statewide Forum. The forum provided an opportunity to discuss the Planning Team's thinking with representatives from a wide variety of organizations and to obtain their reactions to a draft plan before issuing a final implementation plan. In May 2001, more than 200 library, education, and community leaders from organizations across New York participated in the statewide forum.

The entire NOVEL planning process has added a wealth of information on the current state of technology in New York's libraries to the data gathered through the EDL Initiative and by the Regents Commission. It has also revealed where the shortcomings lie. The plan states specifically that "excellent staff and user training" will be essential to the success of NOVEL, and specifies development of training strategies as a primary task in implementing the plan.

### **Public Library System Plans of Service**

In June 2001, all public library systems submitted to the State Library a *Five-Year Library System Plan of Service* for January 1, 2002, through December 31, 2006. In their plans, the systems outlined their year-by-year goals, year-by-year planned activities to meet the goals, and year-by-year description of the intended results in the categories "Technology Services for Member Libraries and Library System" and "Continuing Education/Training." The goals and activities in the system plan are derived from the needs of system members and through member libraries' plans of service and technology plans, member advisory groups, special-purpose groups or meetings, and library directors' advisory groups.

Public library systems must also submit E-Rate Technology Plans to enable their member libraries to apply for e-rate discounts on telecommunications services. Such plans must include these elements:

- clear goals and a realistic strategy for using telecommunications and information technology to improve library services
- professional development strategy to ensure that staff know how to use these new technologies
- an assessment of the telecommunication services, hardware, software, and other services.
- an evaluation process for monitoring progress

Information gleaned from all these sources, combined with even more recent information, has led to the list of training needs and topics listed under question No. 2. For example, recent discussions among the contributors to this grant application have revealed that the Gates State Partnership Initiative has helped to focus attention on the need for both

basic and additional training, and in some cases, a review of the training received through the initiative in 2001. While providing more than 1,200 computers and training for staff in hundreds of library buildings, the initiative has added to New Yorkers' public access to computers. With greater numbers of library patrons now seeking computer access and training at their libraries, continual staff turnover, and rapid changes in technology, the need for training is persistent and ongoing.

It is also important to note that in the period from FY 1998 through FY 2002, the total amount of funding requested by library systems and libraries for Library Services and Technology Act Technology Training Grants substantially exceeded the total amount that was available for grants. Total funding awarded compared to total funding requested ranged from a high of 88 percent in FY 1999 to a low of 70 percent in FY 2001.

All participants in crafting this application have agreed on a plan to develop teams of skilled trainers who will train library staff at several levels, increasing their technical expertise and enabling them to provide improved service to the public. Training needs range from very basic skills through the advanced skills required by only some library staff.

**2. What are the specific topics on which you plan to provide instruction in each training session, and how do the topics meet the needs you identified?**

Training sessions will occur in two phases: (1) "Train the Trainer," which will prepare a statewide corps of expert trainers; (2) "Train the Library Staff," in which the statewide corps will train librarians, library managers, and staff in all regions of the state, enabling them to train the public.

**Train the Trainer**

This training, lasting at least two days, will include the following components:

*Training Skills Development:*

- Communicating information effectively
- Recognize and adapting to different learning styles
- Addressing special needs of those with disabilities, speakers of other languages, etc.
- Practical aspects (planning and publicizing training sessions, ensuring good attendance, etc.)
- Information literacy

*Outcome-Based Evaluation Techniques:* To ensure that the training sessions in their regions will be effective and have the intended results, participants will gain a basic knowledge of

outcome-based evaluation techniques and be able to apply them to the planning of their technology training sessions to ensure reportable, measurable results. This training will cover the following topics:

- Basic introduction to outcome-based evaluation concepts
- Understanding what a "logic model" is and how to construct one properly
- The differences between "outputs" and "outcomes"
- What an "outcome" is and how to evaluate/measure it
- What an "output" is and how to evaluate/measure it
- How to write long-term and short-term outcomes and how to measure them
- What an "indicator" is and how to construct one properly

*Technology Skills:* To ensure that computer skills in several areas are up to date, and that trainers have an adequate comfort level for teaching technology to others, participants will cover the following topics:

**Basic Skills:**

- Review of basic computer operation and troubleshooting
- Internet access and tools for finding and managing information
- Basic learning skills (e.g., transferring knowledge and skills from one software program to another, finding help and locating learning resources)
- Productivity software such as Microsoft Word (e.g., making a lesson plan or using a module, how to focus the curriculum, topics to stress with beginners, etc.)

**Beyond Basic Skills:**

- Computer operation, troubleshooting, maintenance
- Introduction to networking (e.g., network hardware components, topologies, and protocols; disaster preparedness, etc.)
- Appropriate productivity software, such as Microsoft Word, Excel, Access, PowerPoint, or Publisher
- Introduction to opportunities for advanced topics to be learned independently through websites, training modules, etc. (e.g., advanced networking and internet security, Internet accessibility for people with disabilities and for non-English-speakers)

**Train the Library Staff:**

This training will include the topics listed below. (The library systems will tailor the content and the number of training sessions to the skill levels and needs of member library staff and in keeping with their Plans of Service.)

*Basic Skills:*

- Skills for training library users (e.g., how to recognize learning styles, communicate effectively, etc.)
- Information literacy (e.g., how to evaluate information found on the Internet)
- Basic computer operation and troubleshooting (e.g., understanding Windows Operating System basics, managing documents and folders, eliminating simple problems, etc.)
- Access to the Internet and electronic resources (e.g., using Internet browsers, accessing databases available through New York's pilot project EmpireLink, using search engines, etc.)
- Productivity software, such as Microsoft Word

*Beyond Basic Skills:*

- PC troubleshooting and maintenance (e.g., loading software applications and upgrade patches, connecting hardware devices, etc.)
- Introduction to networking (e.g., identifying the hardware components, topologies, and protocols of a network, cabling equipment, installing network cards, disaster preparedness, etc.)
- Productivity software, such as Microsoft Word, Excel, Access, PowerPoint, Publisher
- Introduction to Internet accessibility for people with disabilities and for non-English-speakers

**3. Who participated in the development of your training plan? Did you include other libraries, the Public Library Leadership Coalition, training providers, or others?**

Those who framed the training plan outlined in this application include the following:

*Public Library Leadership Coalition members, Public Library and Library System Directors, and Reference and Research Library Resources System Directors:*

- Tom Alrutz, The New York Public Library, representing the Central Libraries Association

- Josh Cohen, Mid-Hudson Library System, representing the Public Library System Directors Organization
- Diane Courtney, Larchmont Public Library, representing the New York Library Association
- Dottie Hiebing, Metropolitan New York Library Council (METRO), representing the Regents Advisory Committee
- Norman J. Jacknis, President, New York State Association of Library Boards
- Kathy Miller, Rochester Regional Library Council, representing the New York 3Rs Organization
- Gary Strong, Queens Borough Public Library, representing the Regents Advisory Committee
- Meg Van Patten, Baldwinsville Public Library, representing the New York Library Association's Continuing Education Committee
- Catherine Way, Chautauqua-Cattaraugus Library System, representing the Regents Advisory Committee

*Representatives of public library systems who are automation specialists and managers:*

These individuals received training in Seattle through the Gates Library Foundation State Partnership Grant Initiative, and have provided technology training in libraries that received State Partnership Grants of computer equipment and software, in addition to other libraries:

- Diane Berry, Mid-York Library System
- Betsy Brooks, Clinton-Essex-Franklin Library System
- Anne Doran, Four County Library System
- Martin Swalboski, Chautauqua-Cattaraugus Library System
- Brian Winkler, Pioneer Library System
- Chris Mundell, Southern Adirondack Library System
- Rebekkah Smith, Mid-Hudson Library System
- Rex Helwig, Finger Lakes Library System

*New York State Library staff*

#### **4. Attach a copy of your state training plan if available.**

Training is an important element of the report or plan for each initiative, i.e., the [Electronic Doorway Library Initiative](#), the [Regents Commission's final report](#), and the [New York Online Virtual Electronic Library implementation plan](#). See also information on the [public library systems' Plans of Service](#).

## **Implementation**

**5. How many participants do you estimate will receive training? What percentage of the state's library buildings do they represent?**

|  |   |
|--|---|
| Estimated number of participants in "Train the Trainer" sessions       | 150   |
| Estimated number of participants in "Train the Library Staff" sessions | 1,100   |
| Percentage of library buildings represented                            | 100%<br>(including library system facilities) |

**6. Who will provide the training, and what are their credentials?**

**Train the Trainer:**

The State Library will convene an advisory group from the public library systems to assist in selecting professional training firms to conduct the "Train the Trainer" sessions and in designing the curriculum for those sessions. Subject matter will be tailored to trainers' needs for training and evaluation skills in addition to skills in technology. The professional trainers, working with State Library staff, will deliver the training in nine locations around the state. Possible individual trainers and organizations include the following, all of whom have done extensive training for library systems in New York State: Tricia Edgecomb of AdvantEdge (Ithaca), the Adult Education Department at Elmira College (Elmira), the Fund for the City of New York (New York), Barbara Moore (Rochester), Rachel Charney (Westchester County), Polly Farrington (Albany), Marie Radford (New York City area), Linda Braun of Libraries and Education Online, Betsy Crenshaw (New York City area), Laura Kortz (New York City area), and John Ellison (University at Buffalo).

This initial phase of training will prepare a corps of approximately 150 trainers, between four and 12 from each public library system, to provide a ratio of approximately one trainer for every 8 library buildings (including branches and system facilities). The candidates to become trainers will be carefully selected from within their library system on the basis of these criteria:

- existing training experience and expertise

- current technology skills
- willingness to take on the responsibility for ongoing training
- appropriate personality and enthusiasm for the task

Many of New York's public library systems have very active training programs and staff who already have considerable experience in conducting technology training, e.g., for Library Services and Technology Act projects.

Those selected will attend the intensive training sessions described under question No. 2. After the initial phase of "Train the Trainer" sessions, this elite corps will conduct the regional training sessions throughout the state. Some of this elite corps may also be selected to work with the State Library and the advisory group in developing online training modules to be available statewide.

#### **7. How will you offer equal access to training to library staff members throughout the state?**

By selecting four to 12 trainers from every library system, the systems can ensure that the trainers will be geographically placed to provide initial training and follow-up consultation to library staff in their areas. The precise number of trainers per system will depend on the number of library buildings, the distance between libraries, and the size of the libraries (i.e., number of staff members).

In scheduling training sessions for both phases of training, i.e., "Train the Trainer" and "Train the Library Staff," the systems will maximize use of the Gates Library Computer Training Labs at Albany Public Library, Broome County Public Library, Rochester Public Library, Schenectady County Public Library, Yonkers Public Library, The New York Public Library, Brooklyn Public Library, Queens Borough Public Library, and the Buffalo and Erie County Public Library.

In addition to the Gates Labs, seven of the nine Reference and Research Library Resources Systems and most of the public library systems or central libraries have computer training labs, including a number of mobile labs. Through these facilities, the systems will be able to schedule staff training in all but the most remote parts of the state, attempting to limit attendees' driving time to one hour.

The State Library will provide grant funds to the public library systems, which can use them for the following:

- Incentives to reduce hardships in understaffed libraries, such as mileage reimbursement and an hourly rate or per diem for a substitute staff member during absences for training
- Purchase of training aids, such as tools needed for training presentations
- Assistance or compensation for trainers

- Miscellaneous expenses, such as supplies, training-related equipment, facility rental fees, etc.
- Development of online training modules

The State Library will explore with the New York Library Association the possibility of issuing Continuing Education credits to training participants. Such credits, along with Skills Certificates for completion of training sessions, will encourage staff to attend.

Following the one-year grant period, the availability of skilled trainers located in each library system and distributed strategically within the systems will further the sustainability of training and encourage ongoing training refreshers, training of new staff, etc. The State Library will also investigate distance-learning options, as well as online courses, tutorials, and refresher courses, as supplements to the two-phase training program.

#### **8. How will you inform libraries of the training opportunities?**

The State Library will publicize the availability of training for library staff through a number of channels:

- [NYLINE](#) (e-mail communications system)
- [New York State Library website](#)
- Listservs of library organizations
- Public library systems and Public Library System Directors Organization (PULISDO)
- [New York Library Association](#) (NYLA) Conference, website, and communications
- [New York State Library Assistants' Association](#) (NYSLAA)
- [New York State Association of Library Boards](#) (NYSALB)

At the local level, the public library systems will publicize upcoming Gates Foundation Training Program sessions, encouraging all individual libraries and branches to send staff. Vehicles for publicity may include the following:

- Announcements at system and member library events
- Fliers and mailings
- E-mail and listservs
- System websites

System staff and the corps of trainers within the systems will also encourage attendance through word of mouth, networking, and other professional contacts.

**9. How will you incorporate Gates Training Lab facilities into the training plan?**

The nine Gates Training Labs provided through the Gates Library Foundation State Partnership Grant Initiative (Albany, Broome County, Rochester, Schenectady County, Yonkers, The New York Public Library, Brooklyn, Queens, and Buffalo) will serve as training sites in both phases of the training. They can host "Train the Trainer" sessions in the areas where the labs are located, unless another training site is preferable for some reason. It is likely that each will accommodate a number of "Train the Library Staff" sessions.

**Evaluation****10. What training outcomes do you expect for all of the classes you will offer?**

The project's success will depend on the extent to which library staff are able to learn new skills and the extent to which they are able to make resources available to the public and provide effective public training.

Successful "graduates" of the "Train the Trainer" sessions will have the following competencies:

- Ability to interact effectively with those they are training and tailor training as needed for library staff
- Ability to communicate the importance of ongoing training in the information age-including training of staff to update and learn new skills, and training of public library users in locating and using information
- Awareness of the importance of training as an ongoing responsibility of those in the library profession
- Proficiency with computers, networking, and software applications (see components of training sessions under [question No. 2](#)), and the ability to pass that proficiency on to others
- Ability to plan and evaluate training techniques and results

Successful "graduates" of the "Train the Library Staff" sessions will have the following competencies:

- Appreciation of the importance of ongoing training for themselves
- Appreciation of their responsibility to train library users in information-literacy skills
- Ability to interact effectively with the public, tailoring training as needed for individuals with disabilities, etc.
- Proficiency with computers, networking, and software applications at a level appropriate for the staff member

**11. How will you evaluate the training to determine if those outcomes are achieved?**

In the Outcome-Based Evaluation Techniques component of the "Train the Trainer" sessions, the corps of trainers will learn important evaluation skills. As a part of the training, they will devise a process for measuring the success of the sessions they will conduct.

The public library systems will have a responsibility to provide to the State Library summary results of training evaluations. The systems may choose to conduct their own pre-training and post-training evaluations of staff to measure the success of training sessions.

Many foundations are requesting Outcome-Based Evaluation to demonstrate good use of their resources. Outcome-based evaluation is a systemic way to determine if a program has achieved its goals. The organized process of developing an outcome-based program helps institutions articulate and establish clear program benefits (outcomes), identify ways to measure those benefits (indicators), and clarify the target audience, so that program services achieve the intended results. This type of evaluation contributes to better-quality projects. The New York State Library will soon be implementing a statewide program to train public library system directors and library staff in the essentials of outcome-based evaluation techniques.

## Budget

**12. Provide a budget itemizing the estimated costs of developing, implementing and evaluating the training plan. The budget must provide sufficient detail to identify numbers of participants, library buildings represented, and class offerings, as well as the cost of personnel, facilities, equipment, supplies, and materials. The budget must also indicate which costs will be shared by the Training Program Grant, LSTA funds, state funds, and other funds?**

The anticipated budget for the two-phase training is as follows:

| Phase                | Activities   | Amount   |
|----------------------|--|----------|
| I. Train the Trainer | Nine regional training sessions conducted by professional trainers. Funding includes costs for personnel, preparation of curriculum, training materials, meeting of advisory group, follow-up seminar on sustainability etc. | \$70,000 |

|                             |  |                                       |
|-----------------------------|--|---------------------------------------|
| II. Train the Library Staff | Training as described under question No. 2 for library staff, to be conducted by those trained during Phase I. Funding includes grants to public library systems for incentives and to cover costs of training aids, software updates, assistance or compensation for trainers, supplies, and miscellaneous expenses. Amounts allocated to the 23 systems will be based on the number of library buildings per system. | \$275,000<br>(\$250/library building) |
|-----------------------------|--|---------------------------------------|

Phase I, "Train the Trainer," will train 150 library system or library staff members that will act as a statewide corps to deliver training to other library staff. The goal in Phase II is to train at least one staff member from each of the state's total 1,100 library buildings (including branches and system facilities). Class offerings are listed in detail under [question No. 2](#).

Library systems and member libraries will provide in-kind support by offering trainers, use of facilities and equipment, recruitment, and publicity. The State Library will provide funds for programs at New York Library Association, New York State Library Assistants' Association, and New York State Association of Library Boards conferences to reinforce the value of ongoing training for library staff and users. The State Library will also provide staff support for planning, regional training sessions, and publicity.

## Timeline

**13. Provide a timeline for the training plan including program milestones. The Agency must use Training Program Grant funds within approximately 12 months from the date of the Training Program Grant award.**

|   |                        |
|---|------------------------|
| Finalizing details of "Train the Trainer" sessions content, scheduling, personnel, etc.                                       | June-July 2002         |
| Rollout of Phase I, "Train the Trainer"<br>Finalizing details of "Train the Library Staff" sessions content, scheduling, etc. | August-October 2002    |
| Phase II, "Train the Library Staff"   | November 2002-May 2003 |

## Program Principles

**Need:** The U.S. Library State Partnership Program targets libraries serving low-income communities, where the need is greatest and the fewest people have access to computers and the Internet at home.

### **14. How will your technology training program help libraries in your state enhance existing services and develop new services to reach people in need?**

The program will enable New York to establish a broad, grass-roots community of library staff who can train and work with the public to help them use electronic resources successfully. It will be targeted to reach those library users who have no access to Internet resources except at their library and have no skills in finding, evaluating, and using electronic information.

The two-year examination of New York State's libraries by the Regents Commission on Library Services revealed that many New Yorkers lack access to high-quality public library services, particularly those in high-need rural and urban communities. The New York State Regents' adoption of the Commission's recommendations as Regents policy and their resulting legislative and funding initiative, called New Century Libraries, have done a great deal to call attention to the digital divide that still exists in too many communities.

NOVEL (New York Online Virtual Electronic Library) is a primary component of the [New Century Libraries](#) initiative. The implementation plan for NOVEL stresses the need to ensure access for individuals without computers, help libraries in locations with no access to adequate Internet connectivity, and facilitate access for those with disabilities and special needs. It also identifies training for library staff and patrons as a priority.

The Gates Foundation Training Program, the evolution of NOVEL, and the implementation of the public library systems' Plans of Service are ideal complements. These initiatives will work in combination to develop the computer and information-literacy skills of library staff and the public. They build on and enhance the foundation established through the Electronic Doorway Library Initiative and the Gates Library State Partnership Program.

**Partnerships:** Funding helps build partnerships between the U.S. Library State Partnership Program and grant recipients, between grant recipients and their communities, and between members of the library community.

### **15. What are your plans to use the opportunity provided by the grant to strengthen existing partnerships and build new ones?**

The Gates Training Program will afford a number of opportunities to strengthen and create partnerships with the following groups:

- Public library systems, Reference and Research Library Resources Systems (3Rs), central and co-central libraries, and possibly school library systems-through collaboration to take full advantage of existing training labs throughout the regions to offer more training opportunities.
- Elite corps of trainers-through collaboration in developing new training products such as online tutorials and specialized training modules based on specific needs (e.g., teaching non-English speakers and those with disabilities).
- Local government officials-through libraries' demonstrations of electronic services that would be useful to the officials, their staffs, and their constituents.
- Library users and the public in general-through increased awareness of the value of library services, resulting in greater support for local libraries.

***Leveraging: Funding serves as a catalyst for others-government, businesses, foundations, and individuals-to support the public library as an institution and to prioritize broad public access to information technology.***

**16. How will you leverage the funding to provide additional ongoing opportunities for training, and from what sources will you seek additional support?**

Because it will include a component on outcome-based evaluation techniques, the training provided through the Gates Foundation Training Program will better prepare individuals in New York's libraries and library systems to leverage more LSTA funds through more successful grant applications. A large percentage of the LSTA competitive grant funding in New York State is for technology training projects.

Funding for NOVEL included in the New Century Libraries initiative now before the Legislature, combined with matching grants that the State Library, library systems, and libraries are continually applying for, are also likely to leverage additional funds for training. Another initiative included in New Century Libraries is called NY EXCELS (New York's Excellent Library Service program). Future funding of this initiative, designed to improve service in all New York's libraries, will support a training component.

***Sustainability: All the U.S. Library State Partnership Program's activities, including grant making, technical assistance, training, and partnership-building, encourage long-term, local technological and financial sustainability.***

**17. How will the training provided promote the sustainability of public access computing in your state?**

As demonstrated by their willingness to participate in the process of crafting this application and their enthusiastic sharing of information about their training experiences, those trained in Seattle as part of the initial Gates State Partnership Grant Initiative are now providing continuity in the state's training effort. Following the one-year period of the Gates Training Program Grant, the availability of greater numbers of skilled trainers located in each library system and distributed strategically within the systems will further the sustainability of training statewide. The State Library and the public library systems will encourage ongoing training refreshers, training of new library staff, etc., and will examine distance-learning options and self-paced online tutorials to supplement more formal training sessions.

Of course, sustainability of any program that requires time and even small amounts of funding will also require the support of library leaders, library boards of trustees, and local officials who have control over public library funding. The following events and vehicles can provide opportunities to underline the importance of ongoing training for library staff and library users:

- New York Library Association Annual Conference and communications
- New York State Association of Library Boards (NYSALB) Trustee Institute
- New York State Library Assistants' Association Annual Conference
- Demonstrations of electronic resources for public officials (e.g., Queens Borough and The New York Public Library's successful training programs for office-holders)
- Ongoing efforts of library supporters to raise public awareness of library services among the public and community leaders

In particular, the annual conference of the New York Library Association presents an excellent opportunity to advocate for ongoing training in pre-conference training sessions and conference forums for professional librarians and staff. It would be entirely appropriate to hold a special training session on the vital role of the 21st century librarian as the provider of ongoing training for patrons in access to and use of technology resources. This is especially important for patrons who have no means of access to electronic resources other than their library. All events encompassing public library personnel will also provide a forum for publicizing the availability of training through the Gates Foundation Training Program and promoting it to all public library staff.

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URL: <http://www.nysl.nysed.gov/libdev/gateslib/appl0313.htm>