Public Library Association  
Board of Directors--Fall Meeting  
October 25, 2014, 8:30 am-1 pm  
ALA HQ, Krug Room, 1st Floor, 50 E. Huron St., Chicago

Logistics

Friday, October 24
- Reservations for the Board have been made at the Allerton Hotel, 701 N. Michigan, at the corner of Michigan and Huron St.

Saturday, October 25
- PLA Board of Directors meeting will begin at 8:30 am in the Krug Room at ALA. Light breakfast will be available at 8 am. Enter at the 40 E. Huron entrance to ALA (closer to Wabash St.)
- Lunch will be served at noon.
- The meeting should conclude no later than 1 p.m.
Expense forms are available at the meeting and at [http://connect.ala.org/node/114107](http://connect.ala.org/node/114107)

Agenda

1. Welcome and Introductions
2. **Action Item: Adoption of the Agenda**
   Additional items may be added to the agenda prior to the adoption of the agenda. Items also may be moved from the Consent Items to become a discussion item. While not agenda items, policies related to Board service and the PLA Strategic Plan [http://www.ala.org/pla/about/strategicplan](http://www.ala.org/pla/about/strategicplan) have been posted to ALAConnect ([http://connect.ala.org/node/114854](http://connect.ala.org/node/114854)) as reference materials and will be available onsite. A board roster is also posted to ALAConnect. [http://connect.ala.org/node/190570](http://connect.ala.org/node/190570)

   Please save the documents to your laptop or tablet. Wifi will be available at ALA.

<table>
<thead>
<tr>
<th>Consent Items</th>
<th>Document Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Draft 2014 Annual Conference Board Actions</td>
<td>2015.1</td>
</tr>
<tr>
<td>4. Continuing Education Report</td>
<td>2015.2</td>
</tr>
<tr>
<td>5. Digitalearn.org Report</td>
<td>2015.3</td>
</tr>
<tr>
<td>6. Edge Update</td>
<td>2015.4</td>
</tr>
<tr>
<td>8. Financial Orientation/Overview</td>
<td>2015.6</td>
</tr>
<tr>
<td>12. Technology Report</td>
<td>2015.10</td>
</tr>
</tbody>
</table>
**Action/Discussion/Decision Items**

14. PLA President’s Report, *Larry Neal*  no doc
15. ALA-Division Joint Meeting Review and Discussion, *Neal, Oehlke, Anthony*  no doc
17. Aspen Institute Update  2015.13
22. E-Rate Update  2015.18 & 2015.18A&B (1 pdf)

*Break*


**Meeting Adjourns**

*PLA Strategic Plan here.*

*Mission: The Public Library Association enhances the development and effectiveness of public library staff and library services. Our core purpose is to strengthen public libraries and their contribution to the communities they serve.*
Public Library Association
Board of Directors
2014 ALA Annual Conference Board Meeting
June 28, 2014
Las Vegas Convention Center, Las Vegas, Nevada
DRAFT Board Actions

To be reviewed and approved at the Fall 2014 PLA Board of Directors Meeting

Present: Carolyn Anthony, President; Larry Neal, President Elect; Eva Poole, Past President. Directors at Large: Melinda Cervantes, Portia Latalladi; Georgia Lomax; Pamela Sandlian Smith; Felton Thomas; and Jay Turner

PLA Councilor: Christine Lind Hage

PLA Staff: Barb Macikas, Executive Director, Linda Bostrom, Manager, Professional Development; Steven Hofmann, Manager, Web Communications; Kathleen Hughes, Manager Publications/Editor Public Libraries; Mary Hirsh, Project Manager; Melissa Faubel Johnson, Meeting Planner/National Conference Manager; Amy Sargent, Marketing and Communications Manager; and Lian Sze, Program Coordinator.

Guests: Rob Banks, ALA Executive Board Liaison; Clara Bohrer, Chair, PLA Budget & Finance Committee; Miguel Figueroa, Director, ALA Center for the Future of Libraries; Jamie Hollier, Project Manager, DigitalLearn.org; Deborah Jacobs, Director, Global Libraries, Bill & Melinda Gates Foundation; Chris Jowaisas, Program Officer, Global Libraries, Bill & Melinda Gates Foundation; Vailey Oehlke, Incoming PLA Board Member; Manya Shorr, Incoming PLA Board Member.

1. Welcome and introductions.

2. By consent, approved the adoption of the agenda with the addition of the PLA Executive Director evaluation added to the agenda.


Discussion agenda

4. President’s Report, Carolyn Anthony (no document). Anthony reported on her activities since the Spring meeting. These included: PLA signing on to a letter related to changes in the trustee structure in New York state; progress of the PLA Performance Measurement Task Force; and plans to attend a library conference in Taiwan.

5. PLA Strategic Plan Review (2014.82/2014.82a). Carolyn Anthony reviewed the revised draft, three-year strategic plan and the process that led to the draft that included: a meeting of PLA board, committee chairs, past presidents and other leaders at the 2014 Midwinter Meeting, facilitated by Board members Pam Sandlian Smith and Portia Latalladi; revisions
based on that discussion and reviews of PLA membership and other surveys and another review by the Board at their Spring 2014 meeting. During discussion it was noted that the focus on public awareness in the plan could have links to the Aspen Institute initiative about the future of public libraries and changing the public’s perception of public libraries. Following discussion it was moved and the PLA Board approved the motion to adopt the strategic plan as presented.

7. **PLA Boot Camp Program Review** (2014.83). PLA Board member Pam Sandlian Smith suggested that it was time for a review of the long-standing program to insure the program reflects the direction of libraries and PLA. In general, PLA should review on-going programs on a regular basis. There was agreement that there is a need for management training. A working group was assigned to assist staff with the review and to make a recommendation to the Board. Jay Turner will chair the group and Melinda Cervantes, Georgia Lomax and Portia Latalladi volunteered to serve on the group.

8. **ACTION.** Review of financial reports and adoption of the FY2015 Budget, Clara Bohrer, Chair, PLA Budget & Finance Committee and Barb Macikas. Bohrer and Macikas reviewed: Financial Analysis Overview: FY 2014- April 2014, (2014.84); FY 2014 Year-To-Date by Project Report thru April 2014 (2014.85); and FY15 Budget (2014.86). Following the recommendations of the PLA Budget & Finance Committee and discussion it was moved and approved that the Fiscal Year 2015 budget be approved as presented and that LTI interest that will be added to the FY15 budget operating budget will be used for development of a new program to be held in non-PLA conference years.

9. **Review of the ALA Council Agenda,** (2014.87). Christine Hage. Hage seeks input from the PLA Board prior to Council sessions so that she can adequately and accurately represent PLA’s point of view at Council Meetings. Hage reviewed items from the Council agenda and asked the Board for their counsel. Items under discussion prior to ALA conference related to the role of the ALA Planning and Budget Assembly as well as controversy around the screening of the 1977 film, “The Speaker.”

10. **PLA Emerging Leader Project,** Carolyn Anthony and Barb Macikas (2014.90). Anthony and Macikas reviewed the document and the suggested EL projects. The Board recommended moving forward on the member engagement and the Member Value and Professional Resources projects. Jay Turner volunteered to assist the EL groups.

11. **ALA Executive Board Liaison Report,** Rob Banks (no document). ALA Board member Banks reported that the ALA conference in Las Vegas has exceeded the ALA conference held in Anaheim. He also noted that ALA membership overall is down; two-thirds of ALA members are division members. The ALA budget for this year is holding, revenue is down but expenses are also down. Planning has begun for the 2015 budget. It will be planned around the strategic initiative developed by the ALA Board to support advocacy, information policy and leadership/professional development. The PLA Board noted concerns about the sustainability of the ALA budget and structure given declining membership. Concerns were also expressed related to ALA technology capacity given budget cuts.

12. **Gates Foundation Update,** Deborah Jacob, Director, Global Libraries (no document). Jacobs reviewed the Foundation’s plans to wind down the Global Libraries program over the next 3-5 years. This transition will happen slowly with no programmatic changes to budgets this year or next year and a smooth transition. Over the past 20 years, the Foundation has invested $1 billion in public libraries globally in order to provide opportunities for access for library users around the world. The PLA Board thanked Deborah Jacobs for her leadership and the Foundation for its tremendous support of libraries and the impact it has had on our communities.

13. **ALA Center for the Future of Libraries,** Miguel Figueroa (2014.89). Figueroa provided an overview of new program, which is modeled on a similar program used by museums and is funded in part by IMLS. The center will be an incubator for innovation and ideas. Figueroa asked the Board to assist in the development of priorities and ideas and said he will look forward to working with PLA. He is interested in engaging library organizations. He was asked how the center fits into ALA and its structure and indicated this is still in progress but that the Center will likely be structured like an ALA Office.
14. **E-Rate Update, Carolyn Anthony** (2014.88). Anthony introduced a discussion of the status of e-rate reform. A discussion of the formula for calculating the cap for Category 2 funding for wi-fi for libraries and whether a square footage allocation was the best method ensued. It was announced that ALA OITP had organized a meeting with FCC representative Gigi Sohn, Special Counsel for External Affairs, to discuss e-rate and the formula, immediately following the Board meeting. PLA Board members Carolyn Anthony, Larry Neal, and Pam Sandlian Smith as well as incoming president-elect Vailey Oehlke and incoming Board member Rivkah Sass, John Szabo, director, Los Angeles Public Library, and David Leonard, head of IT, Boston Public Library were planning to participate.

15. **Thanks to outgoing Board members** (2013.88) PLA President Carolyn Anthony presented past-president Eva Poole with a Resolution of Thanks and thanks were offered to outgoing Board members Portia Latalladi, Georgia Lomax and Christine Hage.

16. **ACTION.** PLA President Carolyn Anthony invited everyone to attend her President’s Program featuring Barry Lopez. It was moved and approved to adjourn at 4:05 p.m.
Date: Oct. 10, 2014
To: PLA Board of Directors
From: Amy Sargent, Manager of Professional Development
Re: Continuing Education Report

PLA @ ALA Midwinter Meeting
PLA is sponsoring a full-day institute in Chicago: “Who We Are, What We Do, Why It Matters: Our Distinctive Purpose,” on Friday, January 30, 8:30 a.m.-4:00 p.m. The institute will be presented by Valerie Gross, President & CEO of the Howard County (Md.) Library System.

PLA Leadership Academy
Thanks to the support of IMLS, PLA is offering the second PLA Leadership Academy: Building Community, Navigating Change, March 23-27, 2015, in Charleston, N.C. The PLA Leadership Development Committee has just begun reviewing the applications. We received 117 applications for 32 spots.

PLA @ ALA Annual Conference
The PLA program committee for the 2015 ALA Annual Conference in San Francisco is hard at work reviewing 160 program/preconference proposals. Per ALA guidelines, PLA is allotted 20 program slots.

New this year is the PLA BIG IDEAS event. This will be an all-day event held at the San Francisco Public Library on Friday, June 26. Targeted at public library directors, deputy directors, and managers, the thought-provoking day will feature speakers and activities around three areas—strategy, leadership, and creativity. The speakers will be from professions and fields outside the library world. A networking lunch and after-reception will be included in the day. Maximum attendance is 200 people. Cost of registration is still to be determined.

Online Education
A session of the four-week class, The Accidental Public Library Technology Trainer, recently ended. Forty-five students participated with registration income of $7,775.

Webinars presented since May 14, 2014:

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Attendance/Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 23</td>
<td>Marketing Plans for the Faint of Heart</td>
<td>67 ind., 9 groups/$3,226</td>
</tr>
<tr>
<td>July 23</td>
<td>Dewey 2.0: Reinvigorating Your Nonfiction Collection</td>
<td>85 ind., 29 groups/$6,164</td>
</tr>
<tr>
<td>Aug 27</td>
<td>Weed ‘Em and Weep</td>
<td>35 ind., 29 groups/$4,903</td>
</tr>
</tbody>
</table>

In the staff transition, webinars have not been consistently scheduled. We anticipate putting them back on the schedule in the next month.
2014 Results Boot Camp
The 2014 PLA Results Boot Camp took place at the Nashville Public Library from August 4 to 8. Sixty-six individuals attended, with registration income of $55,500. Expenses were $41,753; overhead was $13,431, resulting in a net revenue to PLA of $316. In 2013, 69 registered for Boot Camp.

At the summer board meeting, the PLA Board established an informal subcommittee to review PLA Boot Camp. Find an update of that on Board document 2015.15.

PLA 2014 Conference
The proposal submission period for the PLA 2016 Conference will open January 2015.
TO:      PLA Board of Directors

RE:     Digital Learning Center-IMLS Project Report

ACTION REQUESTED/INFORMATION/REPORT: Report

ACTION REQUESTED BY:           Jamie Hollier, Digital Learning Center Project Manager

DRAFT OF MOTION: N/A

DATE:     10/10/14

BACKGROUND:

IMLS awarded PLA a $465,475 grant in September 2012 that will conclude in August 2014. Over the two years of the grant period, PLA has developed an online resource center of relevant materials, created new training and awareness templates, created mechanisms for assessment and evaluation, and engaged librarians and other practitioners in expanding and using these materials. The website, www.digitallearn.org is live, with a beta site live on March 18, 2013 and the full site on June 30, 2013. We are continuing to improve and enhance content.

The current grant funding has sunset, but we have applied for an additional IMLS grant and expect to learn if that was funded in the spring of 2015. Until that time, PLA and Jamie Hollier will work to maintain the site and continue to build awareness for it.

USAGE AND FEEDBACK:

Attached is a one-sheet that discusses usage and feedback through early September.

AWARENESS:

Jamie Hollier is presenting about DigitalLearn.org at the Illinois Library Association Conference in October and providing a webinar for Idaho State Library in November. The new communications person, Kara O’Keefe, at PLA will also work with Jamie in the coming weeks to craft a communications plan for the months between now and when we learn if we received additional IMLS funding.

We are continuing to work to develop further partnerships for the site. Jamie recently met with Skillpoint Alliance out of Austin, TX about working together to test our courses and use them in their organization. Additionally, they may be able to provide some grant writing and other forms of support.
INFRASTRUCTURE:

Steven Hoffman and Lian Sze have both been trained on many elements of the backend of the site and have access to the admin for the site, the servers, the domain registrar, etc.

We are also working with a development shop to create a Spanish version of the site as a whole so that our Spanish content can be presented in a more friendly way for our users that are English Language Learners.

We have continued to add content to the site and now have a total of 12 English and 2 Spanish classes on the site.

Lian sends out our monthly newsletter with info on the site and posts to the community of practice and social media accounts regularly.

We have a plan to continue to add classes and to update existing classes during the funding interim with Jamie and Lian working on this portion.

NEXT STEPS:

We are continuing to work to build awareness, add resources, and improve the engagement on the site through this period between grant funding.

If we receive additional grant funding in the spring we will focus on the following elements:

- Mobile-focused training
- Multiple language support for end-user classes
- Focus on the whole continuum of digital literacy
- Improve usability
- Engage more users
Date: October 3, 2014

To: PLA Board of Directors

From: Mary Hirsh, Project Manager

RE: Edge: Public Access Technology Benchmarks Report

PLA wrapped up Edge grant requirements and handed day-to-day training responsibilities to the Urban Libraries Council this spring. To date, 1,578 libraries have completed an Edge assessment. ULC reports a training attendance of 1,683 (752 unique participants) over 100 offered sessions.

PLA has grant funds remaining, largely the result of well-negotiated curriculum development contracts and fewer trainers required for the national launch. In conversations with ULC on how best to use the funds, several “wish list” items were presented, including a research project focused on state library’s use of Edge. PLA, ULC, and Organizational Research services are currently working to build a Theory of Change for state libraries agencies (SLAs)

SLAs have been key partners in every stage of Edge, particularly in the recruitment and support of Edge libraries, and LYRASIS (another coalition member) has developed and is implementing training for SLAs to support their understanding of the initiative and the SLA role in supporting Edge libraries. However, there are no formal resources and supports to facilitate SLA benefits from their own and their libraries’ engagement in Edge, such as benefits related to having state-level library technology data to support their state and national advocacy efforts.

PLA and other coalition members propose that elucidating a theory of change for SLAs could greatly help the coalition better support SLAs in both their efforts to support Edge libraries and their own state and national-level efforts.

This work is budgeted at $50,000. Additional remaining funds will likely be spent on underwriting some Conference registration and revising use support materials.
TO: PLA Board of Directors

RE: 2015 Emerging Leaders Program Proposals

ACTION REQUESTED/INFORMATION/REPORT:

Information/Discussion

ACTION REQUESTED BY:

Barb Macikas, PLA Executive Director

DRAFT OF MOTION:

N/A

BACKGROUND:

This report provides the Board with an update on the two Emerging Leaders proposals PLA submitted to ALA in September.
Overview

At the Board’s June 2014 meeting, options for proposals to ALA’s Emerging Leaders program were discussed (see Board document 2014. 90). The Board recommended submitting proposals related to member engagement and professional tools development. The proposals were submitted to ALA in September. Below are descriptions of the projects. PLA will learn in the next month or so if these proposals will be accepted. Note: PLA supports the Emerging Leader program with a contribution of $2,000 annually to support two Emerging Leader positions.

PLA Membership Engagement: Review and Idea Generation
If selected, Jay Turner will serve as the member leader and Amy Lundy will serve as staff liaison to this project.

Project Description
This project would ask the Emerging Leader team to identify the needs and interests of new-to-the-profession librarians. What resources, training, levels of engagement are they looking for? What do they want from their association? The team can identify existing resources/experiences that they find particularly relevant and resonant both inside and outside of ALA and consider why those are successful or present new ideas for engagement they’ve developed. A final deliverable might be a guide to these existing networks and resources or a “wish list” of new tools and resources PLA could develop.

Expected Goals and Outcomes
Goals/objectives of the project include:

• Provide insight into the expectations up-and-coming librarians have of professional associations;
• Identify resources and experiences that could/already do appeal to these individuals;
• Final deliverable – provide a profile of the target group and recommendations of activities or offerings (virtual resource, conference activity, messaging, etc.) that PLA could incorporate into existing work.

What are the next steps for this project?
1. Assign the Emerging leader team
2. Team researches general qualities/expectations of new librarians
3. Team does a survey of successful programs targeting new librarians
4. Team presents existing programs and, if applicable, new ideas that appeal to new librarians

How does the organization intend to incorporate this project?
This has the potential to influence the development of benefits and activities supporting not only the engagement of current PLA members, but also in the recruitment of new members.
**PLA Online “Professional Tools” Curation and Future Forecasting**

If selected, Jamie Hollier will serve as the member leader and Steven Hofmann will serve as staff liaison to this project.

**Project description**
PLA hosts a “Professional Tools” resource on its website ([http://www.ala.org/pla/tools](http://www.ala.org/pla/tools)) that includes links to a variety of resources for librarians and their patrons related to administration and management, digital literacy, financial literacy, e-books, advocacy, and more. We believe there’s much unrecognized potential in this section, but PLA staff lacks the expertise to properly curate it. This project seeks a team of Emerging Leaders to take an in-depth look at emerging trends that will impact libraries and the tools in this section of the PLA website. We want the team to evaluate the section’s organization as well as the existing resources, and then produce recommendations for revision and reorganization of the section and criteria for the ongoing review of existing resources as well as suggestions for potential new resources. We believe the entire process can be accomplished virtually, with no need for face-to-face interaction.

**Expected goals and outcomes**
- Provide Emerging Leaders the opportunity to collaborate on research, review, and evaluation of a range of resources and to contribute to increased access of those resources to public libraries
- Leverage scanning processes to ascertain the current and emerging needs for “Professional Tools” in the library profession
- Evaluate organization of “Professional Tools” section of PLA website
- Evaluate existing resources in the “Professional Tools” section
- Produce recommendations for revision and reorganization of the “Professional Tools” section
- Produce criteria for ongoing review of existing and potential new resources in the “Professional Tools” section

**Next steps**
Once selected as the team to work on this project, the first step will be for members to meet virtually and initiate and begin planning the project. Meetings will take place virtually and an agile project management process and tools will be leveraged for this work.

The first section of this work will encompass learning about research and scanning processes used in the strategic foresight process to ascertain current and future “Professional Tools” needs for libraries. The second section of this work will entail review of the existing collection. Finally, the project will deliver recommendations for the current structure and curation of the “Professional Tools” section and a roadmap for further development and review.
Barb Macikas  
Executive Director, PLA  
Fall 2014

With thanks to ACRL colleague Mary Ellen Davis for assistance with development of this presentation.
ALA is one legal entity of which PLA is a part

ALA was incorporated in 1879 in state of Massachusetts

ALA is a 501(c)3 charitable, educational nonprofit organization for the public benefit

not a “professional association”

limits in terms of lobbying and political activity (may not work on behalf of a particular candidate)
Nonprofit status has nothing to do with excess revenues; means no shareholders, no dividends, can’t trade ownership.

Incorporation protects individuals from being liable for corporations' actions. But if it is a personal wrongdoing than incorporation doesn’t protect individual

Tax exempt from some taxes—on revenue from dues, conferences, sales of books, etc.

Pay taxes on advertising revenue—UBIT (Unrelated Business Income Tax)

and ALA
Creation of ALA Divisions

- 1923—ALA bylaws regularized existence of sections with a management board of three officers to conduct business between conferences; membership dues of $.50

- 1938—ALA Council ratified new constitution that provided for creation of self-governing divisions within ALA.

- 1944—Formation of "Division of Public Libraries" approved by ALA Council on petitions from 1,200 members.
Division Authority

- ALA divisions are specifically given the “authority to act for the ALA as a whole on any matter determined by Council to be the responsibility of the division.” (ALA Bylaws, Article VI)

- Only members of ALA may belong to PLA

Organizational Structure

- ALA Council is governing body of the Association
- Council may delegate responsibilities to the divisions and determines all policies of the Association
- ALA Executive Board includes the officers (president, president-elect, treasurer), immediate past president, and eight members elected by Council from among its members
ALA Decision-Making Process

COUNCIL
100 – Councilors at Large
11 - Divisional Councilors
53 - Chapter Councilors
12 - Executive Board Members
18 – Round Table Councilors

EXECUTIVE COMMITTEE
President
President - Elect
Immediate Past President
Treasurer
Executive Director

FINANCE & AUDIT COMMITTEE
Treasurer - Chair
3 - Executive Board Members
Appointed by the President
BARC Chair

EXECUTIVE BOARD
4 - Elected by Membership
8 - Elected by Council
1 - Staff - Executive Director

ENDOWMENT TRUSTEES
3 - Elected by The Executive Board
Treasurer - Ex-Officio

PLANNING & BUDGET ASSEMBLY
10 - Councilors Elected by Council
5 Chapters, 5 At-Large
13 - Divisional Representatives
37 - Committee Chairs - ALA Committees
Chairs Appointed by President
28 - Round table Representatives

BUDGET ANALYSIS & REVIEW COMMITTEE (BARC)
6 - Members At-Large
2 - Executive Board Members*
1 - Treasurer
*Appointed by the President

DIVISION BOARDS OF DIRECTORS
Elected by Division Members
Budget
ALA FUND STRUCTURE

TOTAL ALA Budget

OPERATING FUND
- General Fund
- Divisions
- Round Tables

PLANT FUND
- Headquarters Building
- Washington & Choice Offices Operating
- Furniture & Equipment

GRANTS & AWARDS
- Exchange Trans (G)
- Exchange Trans (NG)
- Restricted (NG)

LONG TERM INVESTMENTS
- Unrestricted
- Temporarily Restricted
- Permanently Restricted
- Huron Plaza Property

Capital Budget
- Technology Reserve Fund
- Furn/Equip & Building

FURN/ EQUIP & BUILDING

2014.17 PLA Board of Directors
ALA & Division Finances

- One Bank Account - $15.7 million (8-31-13)
- Endowment ALA - $34.4 million (8-31-13)
- Endowment Divisions - $6.0 million est. (PLA – $1 million as of 8-31-13)
FY14 Total ALA Revenues*
$50,026,335 (Actual FY13 = $50,006,692)

*As of 4th close
FY14 General Fund Revenues*
$28,313,277 (Actual FY13 = $28,662,911)

*As of 4th close
FY14 Total ALA Expenses*
$48,044,226 (Actual FY13 = $49,890,191)

*As of 4th close
FY14 General Fund Expenses*
$27,758,539 (Actual FY13 = $28,552,032)

*As of 4th close

Overhead Recovered: $6,029,972
ALA General Fund FY14 Results (as of 4th close)

American Library Association
Statement of Revenues and Expenses - General Fund
For the Period Ending August 2014

<table>
<thead>
<tr>
<th>YTD Prior Year</th>
<th>YTD Actual</th>
<th>YTD Budget</th>
<th>Variance</th>
<th>Variance %</th>
<th>Annual Budget</th>
<th>Annual Projection</th>
<th>% Change Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVENUES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publishing Services</td>
<td>12,870,425</td>
<td>13,257,998</td>
<td>13,732,093</td>
<td>-474,095</td>
<td>-3 %</td>
<td>12,732,093</td>
<td>13,012,371</td>
</tr>
<tr>
<td>Member Program &amp; Services</td>
<td>9,147,745</td>
<td>8,884,582</td>
<td>8,222,614</td>
<td>361,968</td>
<td>4 %</td>
<td>6,222,614</td>
<td>8,672,217</td>
</tr>
<tr>
<td>Communications</td>
<td>5,608,169</td>
<td>5,614,978</td>
<td>5,797,531</td>
<td>-172,553</td>
<td>-3 %</td>
<td>5,797,531</td>
<td>5,642,569</td>
</tr>
<tr>
<td>Interest Income</td>
<td>698,939</td>
<td>703,567</td>
<td>840,539</td>
<td>-136,972</td>
<td>-16 %</td>
<td>840,539</td>
<td>740,000</td>
</tr>
<tr>
<td>Mail List Sales / Misc.</td>
<td>299,815</td>
<td>86,715</td>
<td>180,912</td>
<td>-94,197</td>
<td>-52 %</td>
<td>180,912</td>
<td>380,912</td>
</tr>
<tr>
<td>Executive Office</td>
<td>42,797</td>
<td>65,437</td>
<td>57,750</td>
<td>7,687</td>
<td>13 %</td>
<td>57,750</td>
<td>20,020</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>28,662,011</td>
<td>28,313,277</td>
<td>28,821,439</td>
<td>-508,162</td>
<td>-2 %</td>
<td>28,821,439</td>
<td>27,668,089</td>
</tr>
</tbody>
</table>

EXPENSES:

<table>
<thead>
<tr>
<th>YTD Prior Year</th>
<th>YTD Actual</th>
<th>YTD Budget</th>
<th>Variance</th>
<th>Variance %</th>
<th>Annual Budget</th>
<th>Annual Projection</th>
<th>% Change Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publishing Services</td>
<td>12,515,207</td>
<td>12,314,061</td>
<td>12,791,919</td>
<td>-476,958</td>
<td>-4 %</td>
<td>12,791,919</td>
<td>12,072,197</td>
</tr>
<tr>
<td>Member Program &amp; Services</td>
<td>12,019,833</td>
<td>11,264,818</td>
<td>11,621,582</td>
<td>356,764</td>
<td>3 %</td>
<td>11,621,582</td>
<td>11,309,270</td>
</tr>
<tr>
<td>Communications</td>
<td>2,788,770</td>
<td>2,922,967</td>
<td>2,868,325</td>
<td>-54,142</td>
<td>-2 %</td>
<td>2,868,325</td>
<td>2,943,101</td>
</tr>
<tr>
<td>Executive Office</td>
<td>4,426,055</td>
<td>4,327,553</td>
<td>4,321,866</td>
<td>-6,687</td>
<td>0 %</td>
<td>4,321,866</td>
<td>4,222,204</td>
</tr>
<tr>
<td>Finance, Accounting &amp; Staff Support Services</td>
<td>1,672,311</td>
<td>1,736,743</td>
<td>1,788,305</td>
<td>-51,562</td>
<td>3 %</td>
<td>1,788,305</td>
<td>1,764,063</td>
</tr>
<tr>
<td>Overhead Recovered</td>
<td>-6,152,295</td>
<td>-6,020,972</td>
<td>-6,136,743</td>
<td>-106,771</td>
<td>-2 %</td>
<td>-6,136,743</td>
<td>-5,742,178</td>
</tr>
<tr>
<td>General Administration</td>
<td>1,120,151</td>
<td>1,212,869</td>
<td>1,566,665</td>
<td>344,796</td>
<td>22 %</td>
<td>1,566,665</td>
<td>929,764</td>
</tr>
<tr>
<td>TOTAL OPERATING EXPENSES</td>
<td>28,552,032</td>
<td>27,758,539</td>
<td>28,821,439</td>
<td>1,062,900</td>
<td>4 %</td>
<td>28,821,439</td>
<td>27,508,421</td>
</tr>
</tbody>
</table>

OPERATING NET REVENUES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>0</th>
<th>554,738</th>
<th>100 %</th>
<th>0</th>
<th>159,668</th>
<th>-247 %</th>
</tr>
</thead>
</table>

NON-OPERATING ACTIVITIES

| Post Retirement Benefits | 325,244 | 354,511 | 0 | 354,511 | 100 % | 0 | 0 | -100 % |
| Strategic Initiatives | 34,052  | 0 | 0 | 0 | 0 % | 0 | 0 | -100 % |
| Impairment Goodwill | 880,000 | 0 | 0 | 0 | 0 % | 0 | 0 | -100 % |
| Technology Reserve | 338,921 | 366,717 | 311,066 | -25,649 | -8 % | 341,068 | 350,000 | 0 % |
| Net Unrealized Gains/Losses | -444,235 | 95,382 | 0 | -55,330 | -100 % | 0 | 0 | -100 % |
| TOTAL NON-OPERATING ACTIVITIES | 2,026,512 | -83,125 | 341,068 | 424,193 | 124 % | 341,068 | 350,000 | -27 % |

EXCESS REVENUES OVER EXPENSES

|                     | -1,915,633 | 637,862 | -341,068 | 978,930 | 287 % | -341,068 | -190,332 | 0 % |
## ALA Divisions FY14 Results (as of 4th close)

### AMERICAN LIBRARY ASSOCIATION

**Divisions Statement of Revenues and Expenses**

*For the Period Ending August 2014*

<table>
<thead>
<tr>
<th></th>
<th>YTD Prior Year Actual</th>
<th>YTD Actual</th>
<th>YTD Budget</th>
<th>Variance</th>
<th>Variance %</th>
<th>Annual Budget</th>
<th>Annual Projection</th>
<th>% Change from Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBLIC LIBRARY ASSOC (PLA)</td>
<td>866,334</td>
<td>4,180,523</td>
<td>3,997,194</td>
<td>183,329</td>
<td>5%</td>
<td>3,997,194</td>
<td>3,867,813</td>
<td>-3%</td>
</tr>
<tr>
<td>ASSOC/COLL &amp; RES LIBS (ACRL)</td>
<td>4,751,514</td>
<td>2,204,536</td>
<td>2,349,623</td>
<td>-145,087</td>
<td>-6%</td>
<td>2,349,623</td>
<td>2,165,899</td>
<td>-8%</td>
</tr>
<tr>
<td>CHOICE</td>
<td>2,926,519</td>
<td>3,030,955</td>
<td>3,055,057</td>
<td>-24,102</td>
<td>-1%</td>
<td>3,055,057</td>
<td>2,935,964</td>
<td>-3%</td>
</tr>
<tr>
<td>AMER ASSOC OF SCH LNS (AASL)</td>
<td>678,796</td>
<td>1,965,760</td>
<td>2,088,830</td>
<td>-122,620</td>
<td>-6%</td>
<td>2,088,830</td>
<td>1,844,870</td>
<td>-7%</td>
</tr>
<tr>
<td>ASSOC SPEC COOP LIB AGENCY (ASCLA)</td>
<td>116,268</td>
<td>98,857</td>
<td>135,900</td>
<td>-38,043</td>
<td>-28%</td>
<td>136,900</td>
<td>97,700</td>
<td>-1%</td>
</tr>
<tr>
<td>ASSN/LIB CLN/TECH SERV (ALCTS)</td>
<td>536,157</td>
<td>490,917</td>
<td>600,263</td>
<td>-109,346</td>
<td>-18%</td>
<td>600,263</td>
<td>514,532</td>
<td>5%</td>
</tr>
<tr>
<td>LIB LDRSHIP AND MGT ASSOC (LLAMA)</td>
<td>283,448</td>
<td>268,266</td>
<td>253,350</td>
<td>14,916</td>
<td>6%</td>
<td>253,350</td>
<td>226,475</td>
<td>-2%</td>
</tr>
<tr>
<td>REF &amp; USER SERV, ASSN (RUSA)</td>
<td>414,399</td>
<td>370,224</td>
<td>393,003</td>
<td>-22,789</td>
<td>-6%</td>
<td>393,003</td>
<td>377,913</td>
<td>2%</td>
</tr>
<tr>
<td>United For Libraries</td>
<td>402,518</td>
<td>426,347</td>
<td>467,130</td>
<td>-40,783</td>
<td>-9%</td>
<td>467,130</td>
<td>450,980</td>
<td>5%</td>
</tr>
<tr>
<td>LIB &amp; INF TECH ASSOC (LITA)</td>
<td>401,386</td>
<td>391,180</td>
<td>456,356</td>
<td>-65,166</td>
<td>-14%</td>
<td>456,356</td>
<td>414,501</td>
<td>6%</td>
</tr>
<tr>
<td>ASSOC/LIB SERV TO CH (ASLC)</td>
<td>1,483,338</td>
<td>1,588,823</td>
<td>1,105,535</td>
<td>463,288</td>
<td>42%</td>
<td>1,105,535</td>
<td>1,225,605</td>
<td>-28%</td>
</tr>
<tr>
<td>YNG ADLT LIB SERV ASSN (YALSA)</td>
<td>666,905</td>
<td>587,601</td>
<td>596,140</td>
<td>-10,539</td>
<td>-2%</td>
<td>596,140</td>
<td>514,573</td>
<td>-14%</td>
</tr>
<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td>13,889,363</td>
<td>15,383,599</td>
<td>15,581,021</td>
<td>82,599</td>
<td>1%</td>
<td>15,581,021</td>
<td>14,775,925</td>
<td>-6%</td>
</tr>
</tbody>
</table>

### EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>YTD Prior Year Actual</th>
<th>YTD Actual</th>
<th>YTD Budget</th>
<th>Variance</th>
<th>Variance %</th>
<th>Annual Budget</th>
<th>Annual Projection</th>
<th>% Change from Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBLIC LIBRARY ASSOC (PLA)</td>
<td>1,227,657</td>
<td>2,902,839</td>
<td>3,491,254</td>
<td>588,415</td>
<td>17%</td>
<td>3,491,254</td>
<td>3,233,946</td>
<td>10%</td>
</tr>
<tr>
<td>ASSOC/COLL &amp; RES LIBS (ACRL)</td>
<td>4,069,725</td>
<td>2,524,966</td>
<td>2,924,252</td>
<td>399,286</td>
<td>14%</td>
<td>2,924,252</td>
<td>2,743,043</td>
<td>8%</td>
</tr>
<tr>
<td>CHOICE</td>
<td>3,171,398</td>
<td>3,079,588</td>
<td>3,254,924</td>
<td>178,936</td>
<td>5%</td>
<td>3,254,924</td>
<td>3,138,498</td>
<td>2%</td>
</tr>
<tr>
<td>AMER ASSOC OF SCH LNS (AASL)</td>
<td>1,062,334</td>
<td>1,806,000</td>
<td>2,119,373</td>
<td>313,373</td>
<td>15%</td>
<td>2,119,373</td>
<td>1,785,586</td>
<td>-1%</td>
</tr>
<tr>
<td>ASSOC SPEC COOP LIB AGENCY (ASCLA)</td>
<td>93,930</td>
<td>96,568</td>
<td>141,701</td>
<td>45,133</td>
<td>32%</td>
<td>141,701</td>
<td>123,484</td>
<td>12%</td>
</tr>
<tr>
<td>ASSN/LIB CLN/TECH SERV (ALCTS)</td>
<td>555,061</td>
<td>526,574</td>
<td>590,777</td>
<td>53,200</td>
<td>5%</td>
<td>590,777</td>
<td>585,845</td>
<td>8%</td>
</tr>
<tr>
<td>LIB LDRSHIP AND MGT ASSOC (LLAMA)</td>
<td>252,673</td>
<td>251,496</td>
<td>266,565</td>
<td>15,069</td>
<td>6%</td>
<td>266,565</td>
<td>254,800</td>
<td>4%</td>
</tr>
<tr>
<td>REF &amp; USER SERV, ASSN (RUSA)</td>
<td>409,056</td>
<td>435,255</td>
<td>558,563</td>
<td>118,308</td>
<td>21%</td>
<td>558,563</td>
<td>478,577</td>
<td>9%</td>
</tr>
<tr>
<td>United For Libraries</td>
<td>402,320</td>
<td>413,351</td>
<td>487,712</td>
<td>47,361</td>
<td>10%</td>
<td>487,712</td>
<td>466,824</td>
<td>3%</td>
</tr>
<tr>
<td>LIB &amp; INF TECH ASSOC (LITA)</td>
<td>402,255</td>
<td>364,821</td>
<td>454,522</td>
<td>89,701</td>
<td>20%</td>
<td>454,522</td>
<td>396,669</td>
<td>14%</td>
</tr>
<tr>
<td>ASSOC/LIB SERV TO CH (ASLC)</td>
<td>1,230,347</td>
<td>1,198,709</td>
<td>1,124,203</td>
<td>-64,506</td>
<td>-6%</td>
<td>1,124,203</td>
<td>1,171,755</td>
<td>-2%</td>
</tr>
<tr>
<td>YNG ADLT LIB SERV ASSN (YALSA)</td>
<td>668,117</td>
<td>596,935</td>
<td>593,686</td>
<td>-3,249</td>
<td>-1%</td>
<td>593,686</td>
<td>413,600</td>
<td>-44%</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>15,586,805</td>
<td>14,221,902</td>
<td>16,003,532</td>
<td>1,781,630</td>
<td>11%</td>
<td>16,003,532</td>
<td>14,772,627</td>
<td>4%</td>
</tr>
</tbody>
</table>

### NET REVENUES

<table>
<thead>
<tr>
<th></th>
<th>YTD Prior Year Actual</th>
<th>YTD Actual</th>
<th>YTD Budget</th>
<th>Variance</th>
<th>Variance %</th>
<th>Annual Budget</th>
<th>Annual Projection</th>
<th>% Change from Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBLIC LIBRARY ASSOC (PLA)</td>
<td>-359,323</td>
<td>1,277,684</td>
<td>505,940</td>
<td>771,744</td>
<td>153%</td>
<td>505,940</td>
<td>633,067</td>
<td>-102%</td>
</tr>
<tr>
<td>ASSOC/COLL &amp; RES LIBS (ACRL)</td>
<td>681,787</td>
<td>-320,451</td>
<td>-574,629</td>
<td>254,178</td>
<td>44%</td>
<td>-574,629</td>
<td>-576,144</td>
<td>-44%</td>
</tr>
</tbody>
</table>
ALA/Gen. Fund/Division
Revenue Comparison*

*Fourth Close– FY14
Focus on PLA Financials
PLA Revenue and Expenses - Conference Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenues</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY02</td>
<td>$3,264,852</td>
<td>$2,209,900</td>
</tr>
<tr>
<td>FY04</td>
<td>$3,648,260</td>
<td>$2,498,370</td>
</tr>
<tr>
<td>FY06</td>
<td>$4,095,274</td>
<td>$3,149,792</td>
</tr>
<tr>
<td>FY08</td>
<td>$4,619,161</td>
<td>$3,133,235</td>
</tr>
<tr>
<td>FY10</td>
<td>$4,150,712</td>
<td>$2,378,710</td>
</tr>
<tr>
<td>FY12</td>
<td>$4,243,107</td>
<td>$2,363,924</td>
</tr>
<tr>
<td>FY14</td>
<td>$4,180,523</td>
<td>$2,902,839</td>
</tr>
</tbody>
</table>
PLA Revenue and Expenses - Non-Conference Years

<table>
<thead>
<tr>
<th></th>
<th>FY03</th>
<th>FY05</th>
<th>FY07</th>
<th>FY09</th>
<th>FY11</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues</td>
<td>$861,134</td>
<td>$1,093,608</td>
<td>$1,217,361</td>
<td>$1,084,543</td>
<td>$1,018,927</td>
<td>$868,334</td>
</tr>
<tr>
<td>Expenses</td>
<td>$1,741,185</td>
<td>$1,734,302</td>
<td>$1,883,975</td>
<td>$1,622,540</td>
<td>$1,089,926</td>
<td>$1,227,657</td>
</tr>
</tbody>
</table>
Grant Projects administered by PLA*

- **2007-2010. Turning the Page 1.0**—Gates Foundation. Total award: $8 million ($1 million (12%) indirect contribution to ALA)

- **2010-2011. Turning the Page 2.0**—Gates Foundation. Total award: $623,723 ($65,000 (12%) indirect contribution to ALA)

- **2012-2013. Leadership Pilot**—grant-IMLS. Total award: $45,145 (no indirect to ALA)

- **2014-2017. Leadership Implementation grant**—Total award: $213,682. ($32,012 indirect to ALA)

- **2012-2014. Summer Reading Application Planning**—grant-IMLS. Total award: $50,000 (no indirect to ALA)

- **2012-2014. DigitalLearn.org project**—IMLS. Total award: $465,476 ($72,900 (18.57%) indirect contribution to ALA)

- **2013-2013. Early Literacy Research**—IMLS. Total award: $499,791 ($9,683 (18.57% of total not subcontracted) indirect contribution to ALA)

*These are part of ALA’s grant budget and are separate from the PLA budget.*
PLA Membership

2003: 9,291
2004: 10,481
2005: 11,548
2006: 11,622
2007: 10,935
2008: 10,123
2009: 10,408
2010: 9,053
2011: 9,616
2012: 8,488
2013: 8,927
2014: 7,000

ALA Membership

2003: 62615
2004: 64099
2005: 66075
2006: 64689
2007: 64884
2008: 61739
2009: 61198
2010: 58663
2011: 57540
2012: 56756
2013: 55316
2014: 57500

2014.17 PLA Board of Directors
ALA AC 2013 participation

Evaluations respondents (1,050) indication of ALA Divisions and Round Tables membership:

- ACRL – 334 (31.8%)
- PLA – 273 (26.0%)
- YALSA – 184 (17.5%)
- ALSC – 157 (15.0%)
- RUSA – 150 (14.3%)
- LLAMA – 142 (13.5%)
- ALCTS – 122 (11.6%)
- AASL – 115 (11.0%)
- LITA – 97 (9.2%)

- NMRT – 92 (8.8%)
- GLBTRT – 65 (6.2%)
- IFRT – 49 (4.7%)
- IRRT – 46 (4.4%)
- LIRT – 43 (4.1%)
- SRRT – 39 (3.7%)
- ASCLA – 38 (3.6%)
- EMIERT – 26 (2.5%)
- UNITED FOR LIBRARIES – 25 (2.4%)
## Indirect Cost Historical Summary 2005 - 2012

<table>
<thead>
<tr>
<th></th>
<th>Total Indirect Costs</th>
<th>Division Indirect Costs</th>
<th>% of Total</th>
<th>Total Indirect Costs Paid</th>
<th>Small Division Support</th>
<th>Net General Fund Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>$17,183,000</td>
<td>$4,879,000</td>
<td>28.5%</td>
<td>$1,680,000</td>
<td>$93,000</td>
<td>$3,100,000</td>
</tr>
<tr>
<td>FY11</td>
<td>$17,354,000</td>
<td>$5,109,000</td>
<td>29.4%</td>
<td>$1,597,000</td>
<td>$80,000</td>
<td>$3,224,000</td>
</tr>
<tr>
<td>FY10</td>
<td>$17,860,000</td>
<td>$5,089,000</td>
<td>28.5%</td>
<td>$1,946,000</td>
<td>$83,000</td>
<td>$3,226,000</td>
</tr>
<tr>
<td>FY09</td>
<td>19,623,000</td>
<td>5,589,000</td>
<td>28.5%</td>
<td>1,436,000</td>
<td>136,000</td>
<td>4,288,000</td>
</tr>
<tr>
<td>FY08</td>
<td>18,725,000</td>
<td>5,190,000</td>
<td>27.7%</td>
<td>1,777,000</td>
<td>141,000</td>
<td>3,554,000</td>
</tr>
<tr>
<td>FY07</td>
<td>18,123,000</td>
<td>5,258,000</td>
<td>29.0%</td>
<td>1,220,000</td>
<td>133,000</td>
<td>4,170,000</td>
</tr>
<tr>
<td>FY06</td>
<td>16,449,000</td>
<td>4,619,000</td>
<td>28.1%</td>
<td>1,676,000</td>
<td>142,000</td>
<td>3,086,000</td>
</tr>
<tr>
<td>FY05</td>
<td>15,026,000</td>
<td>4,287,000</td>
<td>28.5%</td>
<td>950,000</td>
<td>136,000</td>
<td>3,473,000</td>
</tr>
</tbody>
</table>
## General Fund Support to Divisions 2012

<table>
<thead>
<tr>
<th>Unit</th>
<th>Indirect Costs</th>
<th>Overhead Paid</th>
<th>Small Division Support</th>
<th>General Fund Investment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA</td>
<td>$ 823,315.25</td>
<td>$ 799,655</td>
<td></td>
<td>$ 23,660</td>
</tr>
<tr>
<td>ACRL</td>
<td>$ 926,225.85</td>
<td>$ 189,199</td>
<td></td>
<td>$ 737,027</td>
</tr>
<tr>
<td>CHOICE</td>
<td>$ 530,744.26</td>
<td>$ 80,809</td>
<td></td>
<td>$ 449,935</td>
</tr>
<tr>
<td>AASL</td>
<td>$ 621,995.02</td>
<td>$ 337,961</td>
<td></td>
<td>$ 284,034</td>
</tr>
<tr>
<td>ASCLA</td>
<td>$ 89,859.22</td>
<td>$ 5,861</td>
<td>$ 41,577</td>
<td>$ 125,575</td>
</tr>
<tr>
<td>ALCTS</td>
<td>$ 265,885.06</td>
<td>$ 42,083</td>
<td></td>
<td>$ 223,802</td>
</tr>
<tr>
<td>LAMA</td>
<td>$ 179,700.37</td>
<td>$ 6,471</td>
<td></td>
<td>$ 173,229</td>
</tr>
<tr>
<td>RUSA</td>
<td>$ 233,132.83</td>
<td>$ 14,848</td>
<td></td>
<td>$ 218,285</td>
</tr>
<tr>
<td>ALTA</td>
<td>$ 188,894.30</td>
<td>$ 24,471</td>
<td>$ 50,910</td>
<td>$ 215,333</td>
</tr>
<tr>
<td>LITA</td>
<td>$ 204,202.06</td>
<td>$ 40,757</td>
<td></td>
<td>$ 163,445</td>
</tr>
<tr>
<td>ALSC</td>
<td>$ 484,945.21</td>
<td>$ 116,222</td>
<td></td>
<td>$ 368,723</td>
</tr>
<tr>
<td>YALSA</td>
<td>$ 348,259.76</td>
<td>$ 21,538</td>
<td>$ -</td>
<td>$ 326,722</td>
</tr>
</tbody>
</table>

Total $4,897,159.19 $1,679,875 $92,487 $3,309,771
Operating Policies

- **1952**—grants were made to ALA divisions from ALA endowment capital to enable them to have executive secretaries, and to develop and maintain more effective programs.

- **1970s**—ALA funded divisions from income derived from division dues and other revenue.

- **1976**—dues transition document ended inclusion of division membership within ALA Basic dues.

  - Divisions assumed financial responsibility for the cost of their staff, publications and program, with the ALA General Fund assuming responsibility for a defined set of “indirect cost” items, including office space, administrative services, and other kinds of expenses.

- **1982**—“Operating Agreement Between ALA and Its Membership Divisions”

Operating Agreement

- Expresses organizational values of ALA
- Process for implementation, ongoing review
- A list of ALA services which must be used by divisions
- ALA fiscal policies and procedures
- Publishing activities
- Personnel
- Division national conferences
- Annual Conferences and Midwinter Meetings
- Special projects for divisions
- Planning
Services provided by ALA per the Operating Agreement

**PLA must use exclusively the following services:**

- Human Resources
- Membership Services
- Telephone
- Insurance
- Purchasing
- Financial Services
- Legal Counsel
- Archives
Practical Implications of the Operating Agreement

Personnel

- PLA responsible for all PLA personnel compensation
- PLA abides by all ALA personnel policies and uses ALA Human Resources for recruiting
- PLA Executive Director is responsible to the ALA Senior Associate Executive Director as well as the PLA Board of Directors
- PLA Executive Director serves as ALA Program Director
Practical Implications of the Operating Agreement

Conferences

- ALA provides space for meetings/programs and pays for equipment at ALA Midwinter Meetings and Annual Conferences—if ordered by the deadline date. (Expect push for change; deadlines moved up this year)

- ALA pays for PLA staff travel to ALA Midwinter Meeting and Annual Conference

- PLA provides programming for ALA conferences

- PLA must seek permission of ALA Executive Board to hold National Conference at least two years prior to the event

- PLA must notify state and regional ALA chapters about intent to hold a national conference and seek their cooperation four months prior to the proposal going before the ALA Board
Practical Implications of the Operating Agreement

Office services
- ALA sends out press releases for PLA
- PLA contracts with PIO for press services for PLA Conference
- ALA provides services of staff in Executive Office, Washington Office, and all of ALA’s offices, and library

Publishing
- ALA manages rights and permissions and copyright
- PLA may purchase production/distribution services from ALA
- PLA may offer its books to ALA or may publish itself
- PLA must offer books to ALA before going to outside publisher
Practical Implications of the Operating Agreement

Financial

- PLA budget process tied to ALA timelines and policies
- ALA Board approves PLA budget
- PLA pays ALA direct costs of things such as IT reporting, equipment maintenance, printing, phone calls, PC’s and laptops, supplies other than “basic”
Practical Implications of the Operating Agreement

- ALA charges an indirect cost/overhead rate on nondues revenue
- Overhead is assessed at 100% on conferences and 50% on publications
- Web courses have been deemed publications and are charged 50% of the overhead rate
- Overhead rates will now be set in the fall and applied for two years to improve planning

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Overhead Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY00</td>
<td>18.9%</td>
</tr>
<tr>
<td>FY01</td>
<td>19.6%</td>
</tr>
<tr>
<td>FY02</td>
<td>20.3%</td>
</tr>
<tr>
<td>FY03</td>
<td>19.6%</td>
</tr>
<tr>
<td>FY04</td>
<td>20.3%</td>
</tr>
<tr>
<td>FY05</td>
<td>18.8%</td>
</tr>
<tr>
<td>FY06</td>
<td>21.9%</td>
</tr>
<tr>
<td>FY07</td>
<td>21.5%</td>
</tr>
<tr>
<td>FY08</td>
<td>22.6%</td>
</tr>
<tr>
<td>FY09</td>
<td>23.9%</td>
</tr>
<tr>
<td>FY10</td>
<td>23.9%</td>
</tr>
<tr>
<td>FY11</td>
<td>26.1%</td>
</tr>
<tr>
<td>FY12</td>
<td>25.5%</td>
</tr>
<tr>
<td>FY13</td>
<td>25.5%</td>
</tr>
<tr>
<td>FY14</td>
<td>24.2%</td>
</tr>
<tr>
<td>FY15</td>
<td>24.2%</td>
</tr>
</tbody>
</table>
## Practical Implications of the Operating Agreement

### Overhead paid

<table>
<thead>
<tr>
<th></th>
<th>National Conference</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASL (FY12)</td>
<td>$331,797</td>
<td>$337,961</td>
</tr>
<tr>
<td>ACRL (FY11)</td>
<td>$548,208</td>
<td>$719,615</td>
</tr>
<tr>
<td>(FY12)</td>
<td>NA</td>
<td>$189,999</td>
</tr>
<tr>
<td>(FY13)</td>
<td>$541,666</td>
<td>$707,888</td>
</tr>
<tr>
<td>Choice (FY12)</td>
<td>NA</td>
<td>$383,234</td>
</tr>
<tr>
<td>(Aug. FY13)</td>
<td></td>
<td>$309,611</td>
</tr>
<tr>
<td>PLA (FY12)</td>
<td>$724,810</td>
<td>$799,655</td>
</tr>
<tr>
<td>PLA (FY13)</td>
<td>NA</td>
<td>$55,304</td>
</tr>
<tr>
<td>Non-conf yr</td>
<td>$727,762</td>
<td>$787,409</td>
</tr>
<tr>
<td>PLA (FY14)*4^{th} close</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*PLA (FY14)*4^{th} close
Practical Implications of the Operating Agreement

- Overhead exempt revenue includes:
  - dues
  - donations
  - interest income
  - ALA royalties to divisions
  - travel expense reimbursement from outside organizations
  - separately ticketed events at conferences (e.g., tours, and meal functions)
  - advertising in those publications provided to division members as a perquisite of membership
  - UBIT—unrelated business income tax paid by PLA (advertising revenue)
Practical Implications of the Operating Agreement

- ALA divisions may build a fund balance, i.e., accumulated revenue or net asset balance

- Divisions do not receive interest on fund balances

- Divisions may establish an endowment once the division has met its minimum fund balance (sum of 25% of average operating expense, based on four most recently completed years)
And now for your questions . . .
Date: Oct. 10, 2014  
To: PLA Board of Directors  
From: Amy Sargent, Manager of Professional Development  
Re: Membership Report

Overview

As of August 2014, PLA membership was 8,927, which reflects a 5.17% increase over August 2013 numbers; however is a 221 member decrease from May 2014 numbers (last board report numbers). This is consistent with previous years’ membership cycles of conference/nonconference years.

ALA membership is currently 55,316, a -2.54 percent shift from August 2013 (56,756). ALA’s membership has dropped by 1,321 members since May 2014.


PLA Membership Numbers by Type

- Personal: 8,518
  - Regular: 6,396
  - Student: 552
  - Trustee: 371
  - Support Staff: 201
  - Retired: 106
  - Non-salaried: 384
- International: 124
  - Other: 384
- Organization: 386
- Corporate: 24

Division Membership Comparison (As of August 2014)
These numbers reflect the total membership for each division. Percentage reflects percentage increase or decrease from August 2013.

<table>
<thead>
<tr>
<th>Division</th>
<th>Membership</th>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASL</td>
<td>6,902</td>
<td>-146</td>
<td>-1.46%</td>
</tr>
<tr>
<td>ACRL</td>
<td>11,304</td>
<td>-434</td>
<td>-4.34%</td>
</tr>
<tr>
<td>ALCTS</td>
<td>3,764</td>
<td>+87</td>
<td>+0.87%</td>
</tr>
<tr>
<td>ALSC</td>
<td>4,024</td>
<td>+592</td>
<td>+5.92%</td>
</tr>
<tr>
<td>ASCLA</td>
<td>773</td>
<td>-33</td>
<td>-4.33%</td>
</tr>
<tr>
<td>LITA</td>
<td>2,943</td>
<td>-274</td>
<td>-2.74%</td>
</tr>
<tr>
<td>LLAMA</td>
<td>3,847</td>
<td>-397</td>
<td>-3.39%</td>
</tr>
<tr>
<td>RUSA</td>
<td>3,553</td>
<td>-497</td>
<td>-4.97%</td>
</tr>
<tr>
<td>UNITED</td>
<td>1,161</td>
<td>-397</td>
<td>-3.97%</td>
</tr>
<tr>
<td>YALSA</td>
<td>5,134</td>
<td>+387</td>
<td>+3.86%</td>
</tr>
</tbody>
</table>
New Member Survey
Each new member e-mail includes a link to a brief survey designed to help us get to know our members and their expectations from their PLA membership. The survey has collected responses from 226 responses. Some highlights include:

- 59.4% have been librarians for nine years or less.
- 63.8% pay for their membership themselves.
- The two top reasons for joining are “staying up-to-date on the latest issues and trends affecting the profession” and “professional development opportunities,” with “chance to build professional relationships” coming in third.
- The top issue respondents are concerned about is “new trends in library service,” with the “future of libraries/librarians” and “emerging technology” second and third respectively.
- When asked what kind of information they’d like to receive from PLA, four responses were represented quite evenly: professional development opportunities, updates on important issues in public library field, examples of successful programs from other libraries, and professional tools and resources.

These initial results show that members are really turning to PLA, not only as an educational provider, but also as an information source. We do have a number of resources that support this already—*Public Libraries*, Public Libraries Online, PLA social media channels, PLA website—but we can continue to look for new ways to clarify and disseminate professional news and information for our members.

Dropped Member Survey
Dropped members also receive a survey in their final reminder email. Obviously, response is much lower for this with only 25 individuals responding. The few responses indicate that the most respondents (46.15%) dropped PLA because they could “no longer afford to pay for it.” Other responses were “I am joining another division (ALCTS and AASL) or organization instead” and “I am no longer involved in public libraries.”

Membership Considerations
In the past months, the ALA membership department has realized that many ALA members drop their ALA membership when they drop their division membership, and that some members do view ALA membership as something to “get through” in order to get the division membership. As a result, Ron Jankowski (ALA membership director) has recently reached out with two opportunities for partnership.

1. PLA, ACRL and AASL have been chosen as pilot divisions to create blended marketing pieces (unique to each division) with ALA. These pieces would highlight benefits of joining both PLA and ALA.
2. Cost Match for membership campaign. The details of this are still in development, however ALA is offering each division $5,000 (to be matched by division) for the development of a campaign – this could be targeted at member recruitment or retention and can be handled via direct mail, telemarketing, etc....

NEW! PLA Member Breakfast at ALA Annual

In an effort to connect more directly and meaningfully with PLA members attending the 2015 ALA Annual Conference, we have decided to add a PLA Member Breakfast on the Saturday morning of conference. This event will offer a complimentary continental-plus breakfast to PLA members and will also recognize PLA award winners and PLA partners as well as feature a special speaker. It will offer a special opportunity for PLA members to network with each other and engage with PLA leadership.

Current PLA Connections

PLA reaches out to members and nonmembers alike in a variety of media to deliver benefits or introduce/reinforce the value of PLA membership.

- Facebook (8,671 fans)
- Twitter (8,770 followers)
- Monthly E-News
- *Public Libraries*
- [www.publiclibrariansonline.org](http://www.publiclibrariansonline.org)
- [www.pla.org](http://www.pla.org)
- New member welcome email
  - Welcome letters designed to show appreciation and highlight valuable benefits and membership. Also includes survey.
- Dropped member e-mails with “why did you drop” survey
- Thank you e-mails to renewed and reinstated members
- Reminder e-mails to members due for renew
- Assorted e-mail blasts (one-two a month)
  - Webinars
  - Other professional development
  - New publications
- Monthly Webinar Series “Public Libraries at Work”
- National Meetings – PLA Conference, Virtual Spring Symposium, ALA Annual Conference, ALA Midwinter
Date: 10/10/2014
To: PLA Board of Directors
From: Kathleen Hughes, Manager, Publications and Lian Sze, Program Coordinator
Re: Public Libraries

Public Libraries

Public Libraries ad sales in fiscal year 2014 are a bit behind budget. The most recent report shows that gross advertising revenue is at $39,400; the budgeted figure is at $54,744. For comparison purposes, at this time last year, advertising sales were at $46,643. As this was a conference year, we did see a small boost in advertising over the past few issues, though it has been a slow year for advertising across the board.

Our subscription base has increased since this time last year; we currently have 541 subscriptions. At this time last year we had 529 subscriptions. A subscription drive implemented in early June helped increased subscriptions and brought revenue close to the targeted budget at the end of the fiscal year. However, subscription revenues are slightly behind; budgeted to be $41,750; the actual figure is $39,670.

In terms of expenses, we are budgeted to be at $135,717; the actual expenses total is $118,896, making us approximately $16,821 ahead of budget. We were able to keep expenses down by limiting the number of pages in our print issues, using royalty-free stock images in both print and online and scaling back the use of outside designers and illustrators.

Publiclibrariesonline.org

The online companion site to “Public Libraries” continues to thrive. Like the print iteration, PLOnline (www.publiclibrariesonline.org) focuses on issues and topics that matter to public libraries and public librarianship. Updated daily, the site features selections from the print magazine as well as unique content. With close to 30 energetic volunteer bloggers, the site covers a very wide range of topics. PL Online offers hundreds of articles on library-related topics in addition to author interviews and coming soon, indie e-book reviews. Posts are comment-enabled so readers can share ideas on the often thought-provoking topics, as well as share their own stories or experiences. A variety of social networking options accompany the site, these include Facebook (www.facebook.com/publiclibrariesonline), Twitter (@publibonline), and Pinterest (http://pinterest.com/publibonline).

We are happy to report that the site and the site’s social media have been very busy – here is a look at recent statistics:

- From June 1, 2014 – Sept. 30, 2014 - 56,948 users (formerly unique visitors).
- 67,689 sessions (formerly visits), with 81.8% by new visitors and 18.2% by returning visitors and an average session duration of 1 minute, 3 seconds.
- 98,211 pageviews, for an average of 1.45 pages per session.
From June 1, 2014 – Sept. 30, 2014, our PL Online Facebook page received 246 new likes and our Twitter page gained 196 new followers.

With input from the PL Advisory committee, we hope to continue to develop the print journal, the online site, and the corresponding social networks. We have begun to accept advertising on the site and have run several ads since January 1, 2013. We will also continue to recruit new volunteer bloggers as well as solicit guest bloggers for the upcoming fiscal year.
Date: 10/10/2014
To: PLA Board of Directors
From: Kathleen Hughes, Manager, Publications and Lian Sze, Program Coordinator
Re: PLA Publications

Sales
PLA Publications revenues are behind budget. Sales figures finished the fiscal year at $16,468; the budgeted figure was $37,900. At this time last year, sales were at $23,590. This lag in sales can be attributed to our backlist growing older and only one new publication this year. The new publication, ‘The PLA Guide to Film Programming for Public Librarians’, written by librarian Kati Irons, was released this summer by ALA editions. A total of 193 books have been sold, leading to net sales of $8,849.

Overall, association publishing has become less financially viable in light of open access and widely available interactive learning tools. While we are committed to disseminating and advancing knowledge via publishing, we will need to transition to a new model and determine how to navigate the transition, in light of our current need to maintain a revenue stream from publishing efforts. PLA staff are exploring other models and will report back by Midwinter.

For this fiscal year 2015, we are exploring way to maximize revenue (sales, etc.) to meet budget. The sales figures above are for PLA publications only and do not include ECRR figures, or the PLAmetrics (PLDS subscription database) which are listed separately, below.

Expenses
We are well below budget on expenses. The budgeted figure is $37,798; we are actually at $7,667.

Other PLA Publishing Activities

Public Library Data Service Statistical Report (PLAmetrics)
As of the 2011 report, PLA ceased printing a paper PLDS report. The database, now known as PLAmetrics (www.plametrics.org) is available via subscription. A subscription ($250) provides unlimited web access to data and reports from the Public Library Data Service Survey for one year (12 months). At this point, we have 160 active subscriptions. For comparison purposes here are the subscription numbers from previous years:

2014 (June) – 171 subscriptions (PLAmetrics via Counting Opinions)
2013 (June) – 167 subscriptions (PLAmetrics via Counting Opinions)
2013 (March) – 169 subscriptions (PLAmetrics via Counting Opinions)
2012 (December) – 173 subscriptions (PLAmetrics via Counting Opinions)
2011-138 subscriptions (PLAmetrics via Counting Opinions)
2010 – 69 subscriptions (PLAmetrics via Counting Opinions)
2009 – 78 subscriptions (PLDS subscription database via the University of Illinois)
2008 – 83 subscriptions (PLDS subscription database via the University of Illinois)
2007 – 70 subscriptions (PLDS subscription database via the University of Illinois)

At the 2013 Annual Conference, the PLDS committee recommended, to the PLA Board of Directors, that PLA discontinue the PLDS survey and PLAmetrics and the Board accepted their recommendation.

Upon notification that PLA would cease production of PLDS/PLAmetrics, Counting Opinions offered PLA a five-year licensing agreement, wherein they would manage the survey, take over all aspects of the project, and pay PLA royalties based on sales. In this agreement PLA continues to own the data. Given that the proposal would limit financial risk, decrease staff time and keep the resource available to libraries, while also providing a potential platform for the new performance measurement work just beginning, PLA accepted the agreement. We have received $933 in royalties to date.

In FY13, under the previous agreement with CO, PLDS/PLAmetrics lost $27,600. Despite less financial risk, at the conclusion of the CO agreement in four years, PLA will need to revisit the issue of viability for PLDS/PLAmetrics.

Every Child Ready to Read (ECRR) 2nd Edition (2011-001)
Sales of the ECRR kit and auxiliary products have been very strong. Since its release in June, 2011, we have sold 4,048 kits. At this point last year we had sold 3,139 kits.

Outside of the kits we have sold additional products:
   English Brochures - Packets of 100 – 2,668; last year at this time 2,034 packets
   English Bookmarks – Packets of 100 – 1,222; last year at this time 1,055 packets
   English Posters – 2,094; last year at this time 1,820
   Spanish Brochures: -- 337; last year at this time 134 packets
   Spanish Bookmarks – 200; last year at this time 71 packets
   Spanish Posters – 285; last year at this time 152
   *New!! ECRR Toolkit for Spanish-Speaking – 51

*The ECRR Toolkit for Spanish-Speaking Patrons was released this past March during PLA 2014.

Total net revenue for ECRR as of the third close of the FY14 budget was $59,591.
Date: October 8, 2014  
To: PLA Board of Directors  
From: Steven Hofmann, Manager, Web Communications  
Re: Technology

PLA On-Demand Webinars
The archived recordings of PLA’s webinars went on sale as on-demand webinars (http://www.ala.org/pla/onlinelearning/webinars/ondemand) via the ALA Store on February 13, 2012.

FY14 gross sales through August 31, 2014 (the end of the fiscal year), were $9,326; an increase of $2,501 since May 31, 2014, the date through which sales were last reported. Titles with sales since May 31, 2014, are highlighted in yellow. Life-to-date gross sales of these products through August 31, 2014, were $18,004.

<table>
<thead>
<tr>
<th>On-Demand Webinar Title</th>
<th>FY2014 Amt</th>
<th>FY2014 Qty</th>
<th>Life-to-Date Amt</th>
<th>Life-to-Date Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right on the Money: Financial Literacy @ your library</td>
<td>$28</td>
<td>1</td>
<td>$392</td>
<td>14</td>
</tr>
<tr>
<td>Right on the Money: Financial Literacy @ your library (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating a User-Centered Website for Your Library</td>
<td>$168</td>
<td>6</td>
<td>$476</td>
<td>4</td>
</tr>
<tr>
<td>Creating a User-Centered Website for Your Library (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cracking QR Codes</td>
<td>$112</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cracking QR Codes (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transforming Our Image Parts I &amp; II</strong></td>
<td>$168</td>
<td>1</td>
<td>$392</td>
<td>14</td>
</tr>
<tr>
<td>Transforming Our Image Parts I &amp; II (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dive into a Good Book</td>
<td>$119</td>
<td>1</td>
<td>$476</td>
<td>4</td>
</tr>
<tr>
<td>Dive into a Good Book (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check Out E-Readers!</td>
<td>$84</td>
<td>3</td>
<td>$84</td>
<td>3</td>
</tr>
<tr>
<td>Check Out E-Readers! (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to E-Books</td>
<td>$140</td>
<td>5</td>
<td>$140</td>
<td>5</td>
</tr>
<tr>
<td>Intro to E-Books (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Building Community: Online Tools for Spanish Speakers</strong></td>
<td>$28</td>
<td>1</td>
<td>$112</td>
<td>4</td>
</tr>
<tr>
<td>Building Community: Online Tools for Spanish Speakers (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laying the Groundwork for a Successful E-Book Collection</td>
<td>$84</td>
<td>3</td>
<td>$84</td>
<td>3</td>
</tr>
<tr>
<td>Laying the Groundwork for a Successful E-Book Collection (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powering Up Your E-Book Program</td>
<td>$56</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powering Up Your E-Book Program (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies for Sustaining Your Library’s E-Book Program</td>
<td>$28</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies for Sustaining Your Library’s E-Book Program (group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fully Engaged Customer Service at Your Library</strong></td>
<td>$1,176</td>
<td>42</td>
<td>$1,176</td>
<td>42</td>
</tr>
<tr>
<td>Fully Engaged Customer Service at Your Library (group)</td>
<td>$2,499</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating a Digital Media Lab at Your Library</td>
<td>$140</td>
<td>5</td>
<td>$504</td>
<td>18</td>
</tr>
<tr>
<td>Creating a Digital Media Lab at Your Library (group)</td>
<td>$357</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Title</td>
<td>Participants</td>
<td>Price 1</td>
<td>Price 2</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Quick Fixes for Library Displays</td>
<td></td>
<td>$112</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Implementing &quot;Choose Civility,&quot; a Community-wide Campaign</td>
<td></td>
<td>$28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>E-Books 101 – A Look at Devices, Platforms, and Training Ideas</td>
<td></td>
<td>$28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Stretching Your Library’s E-Books Budget</td>
<td></td>
<td>$28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>E-Books and Customer Service at Your Library</td>
<td></td>
<td>$84</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>E-Books and Libraries: What’s Next?</td>
<td></td>
<td>$84</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Copyright: What You REALLY Need to Know</td>
<td></td>
<td>$140</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Screentastic! Using Screencasting</td>
<td></td>
<td>$76</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Are Your Mental Models of a Library Holding You Back?</td>
<td></td>
<td>$56</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Alternative Reads</td>
<td></td>
<td>$28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Make Way for Makerspaces in the Library</td>
<td></td>
<td>$168</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>The State of E-books in Public Libraries and Publishing</td>
<td></td>
<td>$28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The Elusive Library Non-User</td>
<td></td>
<td>$224</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>On Life Support, But Not Dead Yet! Revitalizing Reference</td>
<td></td>
<td>$140</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>The Thinking Person’s Guide to Stress Management</td>
<td></td>
<td>$84</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The Elusive Library Non-User (group)</td>
<td></td>
<td>$476</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>On Life Support, But Not Dead Yet! Revitalizing Reference (group)</td>
<td></td>
<td>$119</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The State of E-books in Public Libraries and Publishing (group)</td>
<td></td>
<td>$238</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>The State of E-books in Public Libraries and Publishing (group)</td>
<td></td>
<td>$238</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>The State of E-books in Public Libraries and Publishing</td>
<td></td>
<td>$28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The Elusive Library Non-User (group)</td>
<td></td>
<td>$476</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>On Life Support, But Not Dead Yet! Revitalizing Reference (group)</td>
<td></td>
<td>$119</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The Thinking Person’s Guide to Stress Management</td>
<td></td>
<td>$84</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The Thinking Person’s Guide to Stress Management (group)</td>
<td></td>
<td>$357</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>How to Be a Webinar Superstar</td>
<td></td>
<td>$84</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>How to Be a Webinar Superstar (group)</td>
<td></td>
<td>$280</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Early Literacy Programming in the Digital Age</td>
<td></td>
<td>$280</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Early Literacy Programming in the Digital Age (group)</td>
<td></td>
<td>$119</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Street Smart: Urban Fiction in Public Libraries</td>
<td></td>
<td>$28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Street Smart: Urban Fiction in Public Libraries (group)</td>
<td></td>
<td>$119</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Is Community Assessment a High Hurdle?</td>
<td></td>
<td>$137</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Is Community Assessment a High Hurdle? (group)</td>
<td></td>
<td>$238</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Face-to-Face Presentation Skills</td>
<td></td>
<td>$357</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Face-to-Face Presentation Skills (group)</td>
<td></td>
<td>$238</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Partners in Literacy</td>
<td></td>
<td>$112</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Creating Engaged &amp; Motivated Staff</td>
<td></td>
<td>$168</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Page 2 of 6
Creating Engaged & Motivated Staff (group) | $238 | $238 | 2 | 2
Fundraising 101 | $28 | $28 | 1 | 1
Friends & Foundations | $84 | $84 | 3 | 3
Friends & Foundations (group) | $119 | $119 | 1 | 1
It’s All in the Planning | $28 | $28 | 1 | 1
It’s All in the Planning (group) | $595 | $595 | 5 | 5
Supervise with Success | $270 | $270 | 6 | 6
Supervise with Success (group) | $338 | $338 | 2 | 2
Violence Prevention in the Public Library (group) | $119 | $119 | 1 | 1
Marketing Plans for the Faint of Heart | $28 | $28 | 1 | 1
Marketing Plans for the Faint of Heart (group) | $119 | $119 | 1 | 1
Totals | $9,326 | 166 | $18,004 | 351

PLA Web Analytics
In addition to the website analytics below, this report also includes a comparison of PLA’s primary analytics with those of the other ALA divisions (see attached PDF). Although comparisons with other divisions do not necessarily have an “apples to apples” correlation, they may still offer some internal context. The attached PDF also includes a comparison of year-to-date analytics with the same period in previous years for the PLA site, the PLA Conference sites (2014 and 2012), and Public Libraries Online.

PLA Website
Year-to-date statistics through the end of FY2014 (January 1–August 31, 2014) reported by Google Analytics for the PLA website:

- 48,142 users (formerly unique visitors)
- 93,894 sessions (formerly visits), with 46.3% by new visitors and 53.7% by returning visitors and an average session duration of 2 minutes, 23 seconds
- 202,467 pageviews, for an average of 2.16 pages per session
- 87.33% of sessions were from the U.S., 3.04% from Canada, and the remaining from countries including India, the U.K., Australia, China, Philippines, Spain, Germany, and Brazil
- Top 10 pages by pageviews were:
  - Homepage – 49,146 pageviews
  - Conferences & Continuing Education – 21,711 pageviews
  - On-Demand Webinars – 4,934 pageviews
  - Public Libraries Magazine (not Public Libraries Online) – 4,617 pageviews
  - Careers in Public Librarianship (Professional Tools) – 4,158 pageviews
  - Membership – 3,954 pageviews
  - About PLA – 3,639 pageviews
  - Online Learning – 3,392 pageviews
o Professional Tools – 3,190 pageviews
o Results Boot Camp – 3,177 pageviews

- Primary source of traffic on the site was search engine results (64.67% of sessions), followed by users entering URLs directly in their browsers or using bookmarks (20.26%), then links from other sites or e-mail communications (12.95%), links from social media (2.11%), and other (.01%)

- Top 10 sources of traffic by sessions were:
  o Google – 55,575 sessions
  o entering URLs or bookmarks – 19,026 sessions
  o Bing – 3,302 sessions
  o placonference.org – 1,658 sessions
  o Yahoo – 1,171 sessions
  o lj.libraryjournal.com – 1,020 sessions
  o Facebook – 520 sessions
  o PLA/ALA e-mail newsletters and e-blasts – 439 sessions
  o Facebook Mobile – 429 sessions
  o Twitter – 393 sessions

**PLA 2014 Conference Website**

Year-to-date statistics through the end of FY2014 (January 1–August 31, 2014) reported by Google Analytics for the PLA 2014 website:

- 70,285 users (formerly unique visitors)
- 126,489 sessions (formerly visits), with 52.5% by new visitors and 47.5% by returning visitors and an average session duration of 3 minutes, 5 seconds
- 304,285 pageviews, for an average of 2.41 pages per session
- 93.54% of sessions were from the U.S., 2.76% from Canada, and the remaining from countries including the India, U.K., Germany, Australia, Brazil, China, Singapore, and Pakistan
- Top 10 pages by pageviews were:
  o Homepage – 116,931 pageviews
  o Programs – 37,995 pageviews
  o Register – 24,036 pageviews
  o Virtual Conference – 14,864 pageviews
  o Housing – 13,010 pageviews
  o Preconferences – 7,508 pageviews
  o Preliminary Program (landing page, not actual program) – 6,139 pageviews
  o Restaurants in Indianapolis – 4,446 pageviews
  o Mobile App (landing page, not actual app) – 4,434 pageviews
  o Shuttle Schedule – 4,178 pageviews

- Primary source of visits to the site was search engine results (46.36%), followed by links from other sites or e-mail communications (31.37%), then users entering URLs directly in their browsers or using bookmarks (20.52%), links from social media (1.71%), and other (.04%)
• Top 10 sources of traffic by sessions were:
  o Google – 54,011 sessions
  o entering URLs or bookmarks – 25,958 sessions
  o ala.org (this would include the PLA site) – 22,622 sessions
  o SmartCity (on-site wifi hotspots) – 7,477 sessions
  o Bing – 3,401 sessions
  o fountas-and-pinnell.wikispaces.com – 1,622 sessions
  o Yahoo – 879 sessions
  o a2zinc.net (exhibits management site) – 822 sessions
  o Twitter – 815 sessions
  o Facebook – 694 sessions

Public Libraries Online Website
Year-to-date statistics through the end of FY2014 (January 1–August 31, 2014) reported by Google Analytics for the Public Libraries Online website:

• 108,974 users (formerly unique visitors)
• 130,855 sessions (formerly visits), with 82% by new visitors and 18% by returning visitors and an average session duration of 1 minute, 3 seconds
• 191,392 pageviews, for an average of 1.46 pages per session
• 62.04% of sessions were from the U.S., 5.48% from Canada, and the remaining from countries including India, the Philippines, the U.K., Australia, South Africa, the Netherlands, and New Zealand
• Top 10 pages by pageviews were:
  o Community Centered: 23 Reasons Why Your Library Is the Most Important Place in Town (Sep/Oct 2011; posted Apr 2013) – 30,459 pageviews
  o Homepage – 21,252 pageviews
  o Simple Crafts for Teens (posted May 2013) – 4,562 pageviews
  o Personal Digital Archiving: Saving Cell Phone Texts (posted Jul 2013) – 3,614 pageviews
  o Digital Magazines @ Your Library (posted Mar 2013) – 2,979 pageviews
  o Magazine (print versions) – 2,665 pageviews
  o Evaluating Summer Reading Programs: Suggested Improvements (Jul/Aug 2010; posted May 2013) – 2,573 pageviews
  o The Physical Effects of E-Reading (posted Feb 2014) – 2,297 pageviews
• Primary source of visits to the site was search engine results (66.48%), followed by users entering URLs directly in their browsers or using bookmarks (18.10%), then links from other sites or e-mail communications (8.36%), links from social media (7.06%), and other (.01%)
• Top 10 sources of traffic by sessions were:
o Google – 82,955 sessions
o entering URLs or bookmarks – 23,679 sessions
o ala.org (this would include the PLA site) – 3,706 sessions
o Facebook – 2,331 sessions
o Facebook Mobile – 2,157 sessions
o Pinterest – 2,049 sessions
o Bing – 1,893 sessions
o Twitter – 1,125 sessions
o Yahoo – 1,098 sessions
o Ask – 679 sessions
### Year-to-Date (January 1–August 31, 2014) Comparison with Other Divisions

<table>
<thead>
<tr>
<th></th>
<th>PLA</th>
<th>AASL</th>
<th>ACRL</th>
<th>ALCTS</th>
<th>ALSC</th>
<th>ASCLA</th>
<th>LITA</th>
<th>LLAMA</th>
<th>RUSA</th>
<th>UNITED</th>
<th>YALSA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Users</strong></td>
<td>48,142</td>
<td>312,287</td>
<td>245,034</td>
<td>66,964</td>
<td>744,121</td>
<td>28,033</td>
<td>28,784</td>
<td>10,604</td>
<td>112,166</td>
<td>23,485</td>
<td>462,739</td>
</tr>
<tr>
<td><strong>Sessions</strong></td>
<td>93,894</td>
<td>495,016</td>
<td>422,450</td>
<td>126,415</td>
<td>1,135,200</td>
<td>40,073</td>
<td>54,372</td>
<td>23,617</td>
<td>175,304</td>
<td>41,393</td>
<td>671,123</td>
</tr>
<tr>
<td><strong>Average Session Duration</strong></td>
<td>0:02:23</td>
<td>0:02:58</td>
<td>0:02:15</td>
<td>0:02:41</td>
<td>0:02:35</td>
<td>0:01:25</td>
<td>0:02:18</td>
<td>0:03:15</td>
<td>0:02:17</td>
<td>0:03:11</td>
<td>0:02:27</td>
</tr>
<tr>
<td><strong>Pageviews</strong></td>
<td>202,467</td>
<td>1,052,151</td>
<td>856,137</td>
<td>284,464</td>
<td>2,631,032</td>
<td>63,766</td>
<td>142,162</td>
<td>59,643</td>
<td>346,843</td>
<td>101,574</td>
<td>1,830,488</td>
</tr>
<tr>
<td><strong>Average Pages per Session</strong></td>
<td>2.16</td>
<td>2.13</td>
<td>2.03</td>
<td>2.25</td>
<td>2.32</td>
<td>1.59</td>
<td>2.61</td>
<td>2.53</td>
<td>1.98</td>
<td>2.45</td>
<td>2.73</td>
</tr>
<tr>
<td><strong>Primary source: Search engine results</strong></td>
<td>64.67%</td>
<td>66.85%</td>
<td>66.20%</td>
<td>65.11%</td>
<td>73.14%</td>
<td>74.34%</td>
<td>56.71%</td>
<td>67.19%</td>
<td>64.71%</td>
<td>57.46%</td>
<td>66.08%</td>
</tr>
<tr>
<td><strong>Primary source: URLs and bookmarks</strong></td>
<td>20.26%</td>
<td>16.53%</td>
<td>18.17%</td>
<td>20.64%</td>
<td>12.27%</td>
<td>15.03%</td>
<td>22.50%</td>
<td>17.27%</td>
<td>19.06%</td>
<td>18.16%</td>
<td>13.84%</td>
</tr>
<tr>
<td><strong>Primary source: Links and emails</strong></td>
<td>12.95%</td>
<td>13.48%</td>
<td>13.80%</td>
<td>11.20%</td>
<td>12.53%</td>
<td>9.49%</td>
<td>11.11%</td>
<td>12.36%</td>
<td>14.34%</td>
<td>21.66%</td>
<td>15.39%</td>
</tr>
<tr>
<td><strong>Primary source: Social media</strong></td>
<td>2.11%</td>
<td>3.12%</td>
<td>1.97%</td>
<td>2.86%</td>
<td>2.06%</td>
<td>1.11%</td>
<td>2.26%</td>
<td>3.17%</td>
<td>1.88%</td>
<td>2.71%</td>
<td>4.69%</td>
</tr>
<tr>
<td><strong>Primary source: Other</strong></td>
<td>0.01%</td>
<td>0.01%</td>
<td>0.04%</td>
<td>0.09%</td>
<td>0.00%</td>
<td>0.01%</td>
<td>0.02%</td>
<td>0.01%</td>
<td>0.02%</td>
<td>0.02%</td>
<td>0.01%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>PLA + PLA 2014</th>
<th>AASL</th>
<th>ACRL</th>
<th>ALCTS</th>
<th>ALSC</th>
<th>ASCLA</th>
<th>LITA</th>
<th>LLAMA</th>
<th>RUSA</th>
<th>UNITED</th>
<th>YALSA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Users</strong></td>
<td>118,427</td>
<td>312,287</td>
<td>245,034</td>
<td>66,964</td>
<td>744,121</td>
<td>28,033</td>
<td>28,784</td>
<td>10,604</td>
<td>112,166</td>
<td>23,485</td>
<td>462,739</td>
</tr>
<tr>
<td><strong>Sessions</strong></td>
<td>220,383</td>
<td>495,016</td>
<td>422,450</td>
<td>126,415</td>
<td>1,135,200</td>
<td>40,073</td>
<td>54,372</td>
<td>23,617</td>
<td>175,304</td>
<td>41,393</td>
<td>671,123</td>
</tr>
<tr>
<td><strong>Average Session Duration</strong></td>
<td>0:02:50</td>
<td>0:02:58</td>
<td>0:02:15</td>
<td>0:02:41</td>
<td>0:02:35</td>
<td>0:01:25</td>
<td>0:02:18</td>
<td>0:03:15</td>
<td>0:02:17</td>
<td>0:03:11</td>
<td>0:02:27</td>
</tr>
<tr>
<td><strong>Pageviews</strong></td>
<td>506,752</td>
<td>1,052,151</td>
<td>856,137</td>
<td>284,464</td>
<td>2,631,032</td>
<td>63,766</td>
<td>142,162</td>
<td>59,643</td>
<td>346,843</td>
<td>101,574</td>
<td>1,830,488</td>
</tr>
<tr>
<td><strong>Average Pages per Session</strong></td>
<td>2.30</td>
<td>2.13</td>
<td>2.03</td>
<td>2.25</td>
<td>2.32</td>
<td>1.59</td>
<td>2.61</td>
<td>2.53</td>
<td>1.98</td>
<td>2.45</td>
<td>2.73</td>
</tr>
<tr>
<td><strong>Primary source: Search engine results</strong></td>
<td>64.63%</td>
<td>66.85%</td>
<td>66.20%</td>
<td>65.11%</td>
<td>73.14%</td>
<td>74.34%</td>
<td>56.71%</td>
<td>67.19%</td>
<td>64.71%</td>
<td>57.46%</td>
<td>66.08%</td>
</tr>
<tr>
<td><strong>Primary source: URLs and bookmarks</strong></td>
<td>20.18%</td>
<td>16.53%</td>
<td>18.17%</td>
<td>20.64%</td>
<td>12.27%</td>
<td>15.03%</td>
<td>22.50%</td>
<td>17.27%</td>
<td>19.06%</td>
<td>18.16%</td>
<td>13.84%</td>
</tr>
<tr>
<td><strong>Primary source: Links and emails</strong></td>
<td>12.95%</td>
<td>13.48%</td>
<td>13.80%</td>
<td>11.20%</td>
<td>12.53%</td>
<td>9.49%</td>
<td>11.11%</td>
<td>12.36%</td>
<td>14.34%</td>
<td>21.66%</td>
<td>15.39%</td>
</tr>
<tr>
<td><strong>Primary source: Social media</strong></td>
<td>2.11%</td>
<td>3.12%</td>
<td>1.97%</td>
<td>2.86%</td>
<td>2.06%</td>
<td>1.11%</td>
<td>2.26%</td>
<td>3.17%</td>
<td>1.88%</td>
<td>2.71%</td>
<td>4.69%</td>
</tr>
<tr>
<td><strong>Primary source: Other</strong></td>
<td>0.01%</td>
<td>0.01%</td>
<td>0.04%</td>
<td>0.09%</td>
<td>0.00%</td>
<td>0.01%</td>
<td>0.02%</td>
<td>0.01%</td>
<td>0.02%</td>
<td>0.02%</td>
<td>0.01%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>PLA + PLA 2014 + PL Online</th>
<th>AASL</th>
<th>ACRL</th>
<th>ALCTS</th>
<th>ALSC</th>
<th>ASCLA</th>
<th>LITA</th>
<th>LLAMA</th>
<th>RUSA</th>
<th>UNITED</th>
<th>YALSA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Users</strong></td>
<td>227,401</td>
<td>312,287</td>
<td>245,034</td>
<td>66,964</td>
<td>744,121</td>
<td>28,033</td>
<td>28,784</td>
<td>10,604</td>
<td>112,166</td>
<td>23,485</td>
<td>462,739</td>
</tr>
<tr>
<td><strong>Sessions</strong></td>
<td>351,238</td>
<td>495,016</td>
<td>422,450</td>
<td>126,415</td>
<td>1,135,200</td>
<td>40,073</td>
<td>54,372</td>
<td>23,617</td>
<td>175,304</td>
<td>41,393</td>
<td>671,123</td>
</tr>
<tr>
<td><strong>Average Session Duration</strong></td>
<td>0:02:47</td>
<td>0:02:58</td>
<td>0:02:15</td>
<td>0:02:41</td>
<td>0:02:35</td>
<td>0:01:25</td>
<td>0:02:18</td>
<td>0:03:15</td>
<td>0:02:17</td>
<td>0:03:11</td>
<td>0:02:27</td>
</tr>
<tr>
<td><strong>Pageviews</strong></td>
<td>698,144</td>
<td>1,052,151</td>
<td>856,137</td>
<td>284,464</td>
<td>2,631,032</td>
<td>63,766</td>
<td>142,162</td>
<td>59,643</td>
<td>346,843</td>
<td>101,574</td>
<td>1,830,488</td>
</tr>
<tr>
<td><strong>Average Pages per Session</strong></td>
<td>1.99</td>
<td>2.13</td>
<td>2.03</td>
<td>2.25</td>
<td>2.32</td>
<td>1.59</td>
<td>2.61</td>
<td>2.53</td>
<td>1.98</td>
<td>2.45</td>
<td>2.73</td>
</tr>
<tr>
<td></td>
<td>Jan-Aug 2014</td>
<td>Jan-Aug 2013</td>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLA Website</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Users</td>
<td>48,142</td>
<td>52,962</td>
<td>-9.10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>93,894</td>
<td>104,935</td>
<td>-10.52%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Session Duration</td>
<td>0:02:23</td>
<td>0:02:22</td>
<td>0.70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pageviews</td>
<td>202,467</td>
<td>219,121</td>
<td>-7.60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Pages per Session</td>
<td>2.16</td>
<td>2.09</td>
<td>-3.35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLA Conference Websites</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Users</td>
<td>70,285</td>
<td>59,199</td>
<td>18.73%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>126,489</td>
<td>105,303</td>
<td>20.12%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Session Duration</td>
<td>0:03:05</td>
<td>0:04:16</td>
<td>-27.73%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pageviews</td>
<td>304,285</td>
<td>339,843</td>
<td>-10.46%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Pages per Session</td>
<td>2.41</td>
<td>3.23</td>
<td>-25.39%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Public Libraries Online Website</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Users</td>
<td>108,974</td>
<td>64,348</td>
<td>69.35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sessions</td>
<td>130,855</td>
<td>81,527</td>
<td>60.51%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Session Duration</td>
<td>0:01:03</td>
<td>0:01:15</td>
<td>-16.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pageviews</td>
<td>191,392</td>
<td>134,869</td>
<td>41.91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Pages per Session</td>
<td>1.46</td>
<td>1.65</td>
<td>-11.52%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TO: PLA Board of Directors  
FROM: Emily Sheketoff, Associate Executive Director, ALA Washington Office  
SUBJECT: ALA Washington Office Report  
DATE: October 14, 2014

Net Neutrality Activities

In June, Vermont State Librarian Martha Reid voiced the concerns of our nation’s libraries about the importance of an open Internet at a U.S. Senate Committee on the Judiciary field hearing. Also in June, the ALA rallied librarians to support the Online Competition and Consumer Choice Act of 2014, a bill that would prohibit paid prioritization over the Internet. In July, ALA, along with other library and higher education organizations representing thousands of colleges, universities, and libraries nationwide, released a set of net neutrality principles to inform the Federal Communications Commission’s decision to protect the openness of the Internet. The principles describe how network neutrality protections are essential to protecting freedom of speech, educational achievement, and economic growth. In mid-September, ALA and the Center for Democracy & Technology (CDT) urged the FCC in a letter to adopt strong, enforceable net neutrality rules essential to preserving freedom of speech, educational achievement and economic growth online. In the letter to the FCC, the organizations call for the FCC to set the bar higher than the “commercially reasonable” standard the agency had proposed—whether using Title II for reclassification or Section 706 of the Communications Act, for a standard of Internet reasonableness to preserve the open nature of the Internet.

Media Interest in Washington

In August, ALA President Courtney Young appeared on Comcast Newsmakers, a national interview program that airs on the Headline News (HLN) network. Highlighting new data from the 2014 Digital Inclusion Survey, Young discussed the plethora of digital learning opportunities available in libraries and detailed the ways that 21st century libraries have transformed into high-tech classrooms for young students and adult learners nationwide. In October, The Washington Post highlighted the library community’s efforts to protect the public from government intrusion or censorship in the feature article “Librarians won’t stay quiet about government surveillance.”

OFFICE FOR INFORMATION TECHNOLOGY POLICY (OITP)

ALA launches educational 3D printing policy campaign

In September, ALA announced the launch of “Progress in the Making,” a new educational campaign that will explore the public policy opportunities and challenges of 3D printer adoption by libraries. The association released “Progress in the Making: An Introduction to 3D Printing and Public Policy,” a tip sheet with PLA that provides an overview of 3D printing, describes a number of ways libraries are currently using 3D printers, outlines the legal implications of providing the technology, and details ways that libraries can implement simple yet protective 3D printing policies in their own libraries. Over the next coming months, ALA will release a white paper and a series of tip sheets with other ALA offices and divisions that will help the library
community better understand and adapt to the growth of 3D printers, specifically as the new technology relates to intellectual property law and individual liberties.

**ALA Welcomes Forward Movement on E-Rate Modernization**

In July, the FCC voted to release the first Order as part of its E-rate modernization proceeding. ALA President Courtney Young released a statement, saying that the Order represents a solid first step toward increasing library participation in the E-rate program and moving our communities toward the gigabit speeds increasingly needed to support Wi-Fi, digital learning and multimedia collections. In September, ALA submitted comments to the FCC on the Further Notice of Proposed Rulemaking (FNPRM) that accompanied the July E-rate Order.

**Nearly 100 Percent of Libraries Offer Tech Training and Workforce Programs, Study Finds**

According to a new study, released in July 2014, from the ALA, nearly 100 percent of America’s public libraries offer workforce development training programs, online job resources, and technology skills training. Overall, libraries report technology improvements—including nearly ubiquitous public Wi-Fi, growing mobile resources and a leap in e-book access—but the ALA’s 2014 Digital Inclusion Survey also documents digital differences among states and an urban/rural divide. The Digital Inclusion Survey is managed by the ALA Office of Research and Statistics; OITP is a partner of the research project.

**Over-Filtering in Schools and Libraries Harms Education, New ALA Report Finds**

Schools and libraries nationwide are routinely filtering internet content far more than what the Children’s Internet Protection Act requires, according to “Fencing Out Knowledge: Impacts of the Children’s Internet Protection Act 10 Years Later,” a report released by the ALA Office for Information Technology Policy (OITP) and the ALA Office for Intellectual Freedom (OIF) in June. “Fencing Out Knowledge” is based on a year-long study that included a two-day symposium during the summer of 2013 and other research. [Read report](#)

**ALA, public libraries to measure internet speeds, add to E-rate record**

In July, the American Library Association and the Information Policy & Access Center (iPAC) at the University of Maryland College Park announced that plans to gauge the quality of public access to the internet in our nation’s public libraries this past summer. The speed test study is a supplement to a three-year National Leadership Grant to the ALA Office for Research & Statistics from the Institute of Museum and Library Services, and is supported by the Association of Rural and Small Libraries, the Chief Officers of State Library Agencies, the Public Library Association, and the Urban Libraries Council.

**Simon & Schuster expands ebook lending program**

In June, Simon & Schuster revealed that it will expand its pilot library ebook lending program to serve all U.S. libraries. Immediate Past President Barbara Stripling responded to the ebook
expansion by releasing a press statement indicating ALA encouragement of the continued progress on the library ebook front, though noting much work remains to be done.

**ALA Collaborates with Senator Byron Dorgan to Publish Op-ed in *Roll Call***

“America doesn’t move ahead by leaving some behind,” former Senator Byron Dorgan wrote in an op-ed published in June in *Roll Call*, where he made the case that the FCC should bolster its support for high-speed internet infrastructure development in rural American communities. In the piece, Sen. Dorgan advocated for increased support for E-rate, the program that helps schools and libraries obtain affordable vital Internet access and advanced telecommunications services. The op-ed was developed under the rubric of ALA’s *Policy Revolution!* initiative, a national public policy agenda and action plan for U.S. libraries supported by the Bill & Melinda Gates Foundation. Read the op-ed.

**OTIP Leaders Attend ICMA Conference**

In September, ALA staff attended the International City/County Management Association (ICMA) Conference in Charlotte. Larra Clark, OITP deputy director, shared findings and new tools from the Digital Inclusion Survey, with a particular focus on how local communities can use the new interactive mapping tools to connect library assets to community demographics and concerns.

**OITP Director Appointed to University of Maryland Advisory Board**

In September, the College of Information Studies at the University of Maryland appointed Alan Inouye, director of ALA’s Office for Information Technology Policy to the inaugural Advisory Board for the university’s Master of Library Science degree program. The Advisory Board comprises of 17 leaders and students in the information professions who will guide the future development of the university’s MLS program. The Board’s first task will be to engage in a strategic “re-envisioning the MLS” discussion.

**Chris Harris appointed OITP Fellow for youth and technology initiatives**

In September, Office for Information Technology Policy (OITP) appointed Chris Harris to serve as a Fellow for the emerging OITP program on Children and Youth Initiatives. In his other life, Chris is the director of the School Library System for the Genesee Valley Educational Partnership, an educational services agency supporting the libraries of 22 small, rural districts in western New York. Most recently, Chris integrated his personal interest in gaming with his passion for education and non-traditional learning and is editorial director of Play Learn. Chris is in on the ground floor as OITP develops its new program and will be integral in shaping it as well as helping to coordinate with ALA’s youth divisions, the American Association for School Librarians, the Association for Library Service to Children, and the Young Adult Library Services Association.
Margaret Kavaras Appointed as OITP Research Associate

In August, ALA announced the appointment of Margaret Kavaras as a Research Associate for the organization’s Office for Information Technology Policy. As part of the OITP Fellows Program, Kavaras may work on diverse issues in information technology policy within the OITP portfolio. Kavaras previously worked for the technology policy unit as a Google Policy Fellow during the summer of 2014. Her appointment as a Research Associate will extend from September 1, 2014, through August 31, 2015.

OFFICE OF GOVERNMENT RELATIONS (OGR)

Workforce Bill Finally Passes

In July, President Barack Obama signed the Workforce Innovation and Opportunity Act, a law that will open access to federal funding support to public libraries for effective job training and job search programs. ALA President Courtney Young applauded the presidential signing of the Workforce Innovation and Opportunity Act in a statement. ALA thanks Senator Jack Reed (D-RI) and Representative Rush Holt (D-NJ) for their efforts to include libraries in the legislation.

ALA Applauds Unanimous Ruling in Two Civil Liberties Cases

In June, the U.S. Supreme Court unanimously upheld the Fourth Amendment when they ruled in David Leon Riley v. State of California and United States v. Brima Wurie that officers of the law must obtain warrants before they can search the cellphones of arrestees. The two cases began when police officers searched the cell phones of defendants Riley and Wurie without obtaining a warrant. The searches recovered texts, videos, photos, and telephone numbers that were later used as evidence. Earlier in March, the American Library Association and the Internet Archive filed a “friend of the court” brief in David Leon Riley v. State of California and United States v. Brima Wurie.

ALA Active on Surveillance and Privacy Issues

ALA continues to work closely and aggressively in tandem with partners in several coalitions to reform the multiple statutes that provide the government with various forms of surveillance and investigatory authority. In June, ALA joined more than 30 other civil liberties and privacy organizations in writing to key Members of the Senate to support the modification of the USA FREEDOM Act so that it truly ends the “bulk collection” of telephone business records, and builds transparency and additional oversight into court-approved surveillance activities.

ALA Sends Letter to Data Advisory Council

ALA sent a letter to the director of the Office of Digital Engagement at the Department of Commerce to encourage the agency to appoint a librarian as part of the new Data Advisory Council. The letter stated: “The roll of a librarian is to organize and deliver information in a usable, timely and accessible way; while aiding the public in utilizing that information as needed. Not only have librarians long handled government data, but they are always seeking new and
better ways to fulfill the public’s need of that information. The knowledge that librarians have of both accessing and utilizing data, would be of great benefit to the Department of Commerce.”

**ALA applauds second circuit affirmation of fair use**

In June, the U.S. Second Circuit Court of Appeals upheld the ruling in *Authors Guild v. HathiTrust*, deciding that providing a full text search database and providing access to works for people with print disabilities is fair use. This decision affirms that libraries can engage in mass digitization to improve the discovery of works and provide full access to those works to students with print disabilities enrolled at the respective HathiTrust institutions. The Library Copyright Alliance (LCA), of which ALA is a member, filed an amicus brief in support of the HathiTrust.
Date: October 3, 2014

To: PLA Board of Directors

From: Mary Hirsh, Project Manager

RE: Performance Measurement Task Force

ACTION REQUESTED/INFORMATION/REPORT:

Information/Discussion

ACTION REQUESTED BY:

N/A

DRAFT OF MOTION:

N/A

The Performance Measurement Task Force has made several important steps in developing a set of outcome measures for seven common library services.

Carolyn Anthony (2013-2014 PLA president and Director, Skokie Public Library) established a Presidential Task Force on Performance Measurement (PMTF) in July 2013. The task force, chaired by Denise Davis (Deputy Director, Sacramento Public Library) is charged with “develop(ing) standardized measures of effectiveness for widely-offered public library programs and promot(ing) the training for implementation and use of the measures across public libraries.”

Participants and volunteers were invited from a broad base of public libraries, representing the geographically and operationally diverse library community (e.g., large urban, rural, library districts, library cooperatives, and state library agencies). Task force participants were clustered into three functional groups. Group 1 was established as the core strategy group to work with PLA staff and external researchers to develop the rubric and methods most relevant to outcomes-based performance measurement in public libraries and participate in alpha testing. This group will follow the project through completion. Group 2 began its participation in March 2014 after performance measure categories had been developed and tested. The role of Group 2 participants is to increase exposure of the performance measures and framework, gather additional feedback, and test measures among a broader but somewhat controlled group of public libraries. Group 3 is made up of advisors from other organizations with a stake in public library data collection.

The PMTF works in-person and virtually, utilizing the ALA Connect space to communicate and post work products. Two researchers were hired to guide the development and testing of performance measures, Joseph Matthews and John Carlo
Bertot. Carl Thompson, President, Counting Opinions, and his staff provides technical support to the project, developing the platform tools for the survey and output tools. This project is also informed by national studies of public library’s engagement with customers around public access computing, including The Edge Initiative and the U.S. Impact Study.

Despite previous efforts by PLA, the Institute of Museum and Library Services (IMLS) and many state libraries to introduce outcomes-based measurement around programming and other services, public libraries have been slow to adopt consistent methods to develop and report outcomes. The context for developing performance measures for public libraries comes largely from a tradition of capturing output measures--circulation, gate counts, program attendance, etc. Outputs do not reflect what libraries actually do, nor do they tell a compelling story for key stakeholders. Outcomes make it possible to demonstrate the real differences public libraries make in the life of the customer. PLA is committed to moving the public library community forward to outcomes and performance measurement by establishing simple to collect, meaningful measures.

After conducting an environment scan of and surveying the field, the PMTF landed on seven core service areas to address:

- Digital Inclusion
- Civic/Community Engagement
- Early Childhood Literacy
- Economic Development
- Job Skills/Workforce Development
- Summer Reading
- Education/Lifelong Learning

For each topic area, a short survey has been drafted. The surveys are designed to be delivered at the end of each related program. Surveys can be delivered via paper copy or electronically, but the content of the questions and answers must remain constant. For the purposes of this test, Counting Opinions developed a data-entry portal. Currently, task force libraries plus a few interested early adopters are testing the surveys in their libraries (see attached list). General feedback about length and level of survey questions has been positive. There is work to do on the back-end to ease the burden on librarians as well as to clarify instructions.

The work of the PMTF caught the attention of the Bill & Melinda Gates Foundation, who invited PLA to submit a proposal to accelerate the work. A three-year, three-million dollar project has been proposed. The aspirational goal of the project is to establish performance measurement as a business-as-usual practice in public libraries. Achievement of this goal is many years off. First, measures must be drafted, and libraries must understand the practice and theory of assessment. If funded, this project will guide users in the field to:

- Pilot and refine drafted measures to reflect practical implementation
- Confidently collect accurate outcomes data and begin to understand its value
- Share best practices and support other libraries in collecting outcomes data
PLA will support these activities by developing:

- An expanding pilot group to revise and finalize a set of Level 1 performance measures, as well as collect data by deploying the measures in their libraries
- Critical partnerships, including state libraries, to engage a variety of library users
- Training and support tools
- In-person and online spaces for Communities of Practice to meet
- An easy-to-use data-collection portal and functional reports

PLA believes that performance measurement is a key next step in library development, and the work already begun by the taskforce signals this commitment.

Current Alpha-Pilot testers:

Skokie Public Library, IL
Multnomah County Library, OR
Sacramento Public Library, CA
Las Vegas-Clark County Library District, NV
Jacksonville Public Library, FL
Houston Public Library, TX
Charlotte Mecklenburg Library, NC
Arizona State Library, AZ
Douglas County, CO
Delaware State Library, DE
Cleveland Public Library, OH
Clinton McComb District Library, MI
Timberland Regional Library, WA Edmonton Public Library, WA
McMinnville Public Library, OR
Seattle Public Library, WA
Whatcom County Library System, WA
Please take a few minutes for this brief survey and let us know if, as a result of attending the {EARLY CHILDHOOD LITERACY} program . . .

I learned something new that I can share with my children

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

I feel more confident to help my children learn

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

I will spend more time with my children

- Reading
  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | N/A |
  | 0              | 0     | 0                          | 0        | 0                 | 0   |

- Singing
  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | N/A |
  | 0              | 0     | 0                          | 0        | 0                 | 0   |

- Talking
  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | N/A |
  | 0              | 0     | 0                          | 0        | 0                 | 0   |

- Writing
  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | N/A |
  | 0              | 0     | 0                          | 0        | 0                 | 0   |

- Playing
  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | N/A |
  | 0              | 0     | 0                          | 0        | 0                 | 0   |

I am more aware of the resources and services provided by the library

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

What did you like most about the program?

What could the library do to improve your children’s literacy?

Date:

Time:

Location:
{Program name} Survey

Please take a few minutes for this brief survey and let us know if, as a result of attending the {SUMMER READING} program . . .

<table>
<thead>
<tr>
<th>I learned something new that is helpful</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

My children’s …

<table>
<thead>
<tr>
<th>Enjoyment of reading increased</th>
<th>O</th>
<th>O</th>
<th>O</th>
<th>O</th>
<th>O</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of reading increased</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Socializing increased</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Reading skills improved</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Vocabulary improved</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Verbal communication skills improved</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Written communication skills improved</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Creativity improved</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I am more aware of the resources and services provided by the library</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

What did you like most about the program?

What could the library do to improve your children’s learning?

Date: 
Time: 
Location:
{Program name} Survey

Please take a few minutes for this brief survey and let us know if, as a result of attending the {CIVIC/COMMUNITY ENGAGEMENT} program . . .

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned something new that is helpful</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am more aware of some issues in our community</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I feel more confident about becoming involved in our community</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I intend on becoming more engaged in our community</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am more aware of the resources and services provided by the library</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

What did you like most about the program?

What could the library do to better assist you in with your involvement in the community?

Date:  
Time:  
Location:
{Program name} Survey

Please take a few minutes for this brief survey and let us know if, as a result of attending the {JOB SKILLS} program . . .

I learned something new that is helpful

I feel more knowledgeable about the job seeking process

I feel more confident about the job seeking process

I will use what I learned today in the job search process

I am more aware of the resources and services provided by the library

What did you like most about the program?

What could the library do to better assist you in your job search?

Date:

Time:

Location:
Please take a few minutes for this brief survey and let us know if, as a result of attending the {ECONOMIC DEVELOPMENT} program . . .

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned something new that is helpful</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I feel more knowledgeable about what it takes to start a new business</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I feel more confident about starting a new business</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I intend to start applying what I just learned</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I am more aware of the resources and services provided by the library</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

What did you like most about the program?

What could the library do to better assist you in starting a new business?

Date:

Time:

Location:
Please take a few minutes for this brief survey and let us know if, as a result of attending the {EDUCATION/LIFE LONG LEARNING} program . . .

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned something new that is helpful</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I feel more confident about what I just learned</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I intend to start applying what I just learned</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am more aware of the resources and services provided by the library</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

What did you like most about the program?

What could the library do better to assist you in learning more?

Date:
Time:
Location:
Please take a few minutes for this brief survey and let us know if, as a result of attending the {DIGITAL INCLUSION} program . . .

I learned something new that is helpful

I feel more knowledgeable about using digital resources

I feel more confident when using digital resources

I intend to start applying what I just learned

I am more aware of the resources and services provided by the library

What did you like most about the program?

What could the library do to improve your learning?

Date:

Time:

Location:
October 2014

TO: PLA Board of Directors

RE: Aspen Institute Update

ACTION REQUESTED/INFORMATION/REPORT:

Information/Discussion

ACTION REQUESTED BY:

Barbara Macikas, Executive Director

DRAFT OF MOTION:

N/A

RE: Rising to the Challenge: Re-Envisioning Public Libraries
RISING TO THE CHALLENGE
Re-Envisioning Public Libraries

THE ASPEN INSTITUTE
Communications and Society Program
Expanding access to education, learning opportunities and social connections for all is one of the great challenges of our time. It is a challenge made more urgent by the rapid transition from old industrial and service-based economic models to a new economy in which knowledge and creativity are the drivers of productivity and economic growth, and information, technology and learning are central to economic performance and prosperity.

It is not only the economy but all of society that is being reshaped by these trends. Amid these changes, there are divides in wealth, digital inclusion and participation that threaten to widen if we as a nation do not commit to new thinking and aggressive action to provide these opportunities for all.

This is a time of great opportunity for communities, institutions and individuals who are willing to champion new thinking and nurture new relationships. It is a time of particular opportunity for public libraries with their unique stature as trusted community hubs and repositories of knowledge and information.
THE PUBLIC LIBRARY IN THE DIGITAL AGE

Libraries are essential to success and progress in the digital age.

The process of re-envisioning public libraries to maximize their impact reflects:

○ Principles that have always been at the center of the public library’s mission—equity, access, opportunity, openness and participation

○ The library’s capacity to drive opportunity and success in today’s knowledge-based society

○ An emerging model of networked libraries that promotes economies of scale and broadens the library’s resource reach while preserving its local presence

○ The library’s fundamental people, place and platform assets

The Dialogue’s perspective on the 21st-century library builds on the public library’s proven track record in strengthening communities and calls for libraries to be centers of learning, creativity and innovation in the digital age. No longer a nice-to-have amenity, the public library is a key partner in sustaining the educational, economic and civic health of the community during a time of dramatic change. Public libraries inspire learning and empower people of all ages. They promote a better trained and educated workforce. They ensure equitable access and provide important civic space for advancing democracy and the common good. Public libraries are engines of development within their communities.

PUBLIC LIBRARIES AT THE CENTER OF THE DIGITAL AGE

Public libraries are poised to play a leading role in helping individuals and communities adapt to this changing world. Many libraries already are linking individuals to information and learning opportunities, driving development and innovation, and serving as community connectors. With nearly 9,000 public library systems and 17,000 library branches and outlets across the country, there is already a significant physical presence and infrastructure to leverage for long-term success.

Enabling all libraries to fulfill their new roles will require library leaders, policy makers and community stakeholders to re-envision the public library and take advantage of the opportunities it offers.
PEOPLE, PLACE AND PLATFORM

The emerging value proposition of the public library is built around three key assets—people, place and platform:

- **PEOPLE.** The public library is a hub of civic engagement, fostering new relationships and strengthening the human capital of the community. Librarians are actively engaged in the community. They connect individuals to a vast array of local and national resources and serve as neutral conveners to foster civic health. They facilitate learning and creation for children and adults alike.

- **PLACE.** The public library is a welcoming space for a wide range of purposes—reading, communicating, learning, playing, meeting and getting business done. Its design recognizes that people are not merely consumers of content but creators and citizens as well. Its physical presence provides an anchor for economic development and neighborhood revitalization, and helps to strengthen social bonds and community identity. The library is also a virtual space where individuals can gain access to information, resources and all the rich experiences the library offers. In the creative design of its physical and virtual spaces the public library defines what makes a great public space.

- **PLATFORM.** The public library is user-centered. It provides opportunities for individuals and the community to gain access to a variety of tools and resources with which to discover and create new knowledge. The platform enables the curation and sharing of the community’s knowledge and innovation. A great library platform is a “third place” —an interactive entity that can facilitate many people operating individually and in groups—and supports the learning and civic needs of the community.
1. **ALIGNING LIBRARY SERVICES IN SUPPORT OF COMMUNITY GOALS**

Public libraries that align their people, place and platform assets and create services that prioritize and support local community goals will find the greatest opportunities for success in the years ahead. Managers of local governments report that it is often difficult to prioritize libraries over other community services such as museums or parks and recreation departments that also serve a distinctly public mission. What libraries need is to be more intentional in the ways that they deploy resources in the community, and more deeply embedded in addressing the critical challenges facing the community. This will require a level of flexibility and adaptability to change as community needs change. It will also require collaboration among libraries, policy makers and community partners to redefine the role of libraries as institutions that inspire learning, drive development, grow social capital and create opportunities.

2. **PROVIDING ACCESS TO CONTENT IN ALL FORMATS**

As the public library shifts from a repository for materials to a platform for learning and participation, its ability to provide access to vast amounts of content in all formats is vital. Libraries face two immediate major challenges in providing access to content in all forms:

- Being able to procure and share e-books and other digital content on the same basis as physical versions
- Having affordable, universal broadband technologies that deliver and help create content

Dealing with both challenges have been high priorities for public libraries throughout the country. The challenges have been particularly acute for small libraries, those in rural communities and in some urban areas where limited budgets make access to e-books and upgrades to high-speed broadband difficult despite high community need for and interest in both. Ensuring access to e-books, other e-content and more-than-adequate high-speed broadband is a big concern going forward because it impacts the public library’s ability to fulfill one of its core missions—to procure and share the leading ideas of the day and enable everyone to participate in the world’s conversations.
3. **ENSURING THE LONG-TERM SUSTAINABILITY OF PUBLIC LIBRARIES**

Perhaps the greatest challenge facing public libraries today is to transform their service model to meet the demands of the knowledge society while securing a sustainable funding base for the future. With limited and sometimes volatile funding, however, such transformations will be uneven and incomplete. In addition, the highly local nature of public library funding and governance structures may interfere with both rapid and broad-scale progress—the kind of scale needed to compete and thrive in a world of global networks. Challenges that shape the discussion about long-term public library sustainability given their vital role in the digital era include:

- Identifying reliable sources of revenue for daily operations as well as long-term planning and investment
- Exploring alternative governance structures and business models that maximize efficient and sustainable library operations and customer service
- Becoming more skilled at measuring outcomes rather than counting activities
- Balancing the local and national library value proposition to consider economies of scale in a networked world without compromising local control

4. **CULTIVATING LEADERSHIP**

Leadership is needed across the community—from elected officials, government leaders, business and civic leaders and libraries themselves—to build communities and public libraries that thrive and succeed together. Vision is a critical component of leadership. Every community needs a vision and a strategic plan for how to work with the public library to directly align the library and its work with the community’s educational, economic and other key goals. It must have input from all stakeholder groups in the community. Key steps in building community leadership to support the public library include improving communications with community leaders, developing community champions, strengthening intersections with diverse communities and communities of color, reaching out to and engaging with young-professional organizations and demonstrating the collective impact of partners working together.
TO: PLA Board of Directors

RE: Executive Director’s Report

ACTION REQUESTED/INFORMATION/REPORT:

Information/Discussion

ACTION REQUESTED BY:

Barb Macikas, PLA Executive Director

DRAFT OF MOTION:

N/A

BACKGROUND:

This report provides the Board with an update on grants, collaborative projects, external relationships, and PLA staffing.
PLA Staffing

Professional Development Manager Linda Bostrom retired after 13 years with PLA. PLA is indebted to Linda for her many contributions and wishes her the best on her retirement! In May, PLA Membership Marketing Manager Amy Lundy applied for and was hired as our new PD Manager. Between May and October, Amy has been wearing two hats, learning her new job and continuing to deliver her usual excellent service marketing PLA. Congratulations and a big thank you to Amy.

Kara O'Keefe joined the PLA staff on October 13 as our new Membership Marketing Manager. Kara brings a wealth of marketing experience. She is a graduate of Northern Illinois University with a Bachelor of Science in Business Management and comes to us from the Council of Residential Specialists, a unit of the National Association of Realtors, where she was Member Services Manager. Please join me in welcoming Kara to the PLA team! She may be reached at 312-280-5027 or kokeefe@ala.org.

One final note about staffing, should PLA receive the performance measurement grant from the Bill and Melinda Gates Foundation (see doc 2015.13), we will hire two additional staff, a project director and a communication manager. Position descriptions have been developed for these. I anticipate hiring the project director no later than December. The communications manager will be hired by the project director.

Grant Updates

IMLS
DigitalLearn.org

PLA’s two year, $465,476 grant from IMLS concluded on August 31, 2014. See document 2015.3. In September, PLA submitted an IMLS proposal for a two-year $332,000 grant that will build on and accelerate the impact of DigitalLearn.org. The grant will allow PLA to accelerate the number of new classes it produces, add Spanish-language classes and add new classes and resources on mobile-based training. PLA will learn in the spring whether the grant is funded. PLA is committed to supporting DigitalLearn.org and $45,480 is included in the FY15 budget to both bridge the time period without grant funding and to explore options if we do not receive a second grant. We are also exploring sponsorships for the site.

Bringing Home Early Literacy

PLA, along with partner ALSC, begins year two of the three-year, $499,742 IMLS-funded grant “Bringing Home Early Literacy: Determining the Impact of Library Programming on Parent Behavior.” It uses the second edition of Every Child Ready to Read @ your library as the parent education model to study. An ancillary focus of the research considers whether the parent education program increases parent and caregiver use of the public library. Research is being conducted by Dr. Susan Neuman, Professor and
Chair, Teaching and Learning Department and Co-Editor, *Reading Research Quarterly* at the Steinhardt School of Culture, Education and Human Development at New York University (NYU).

NYU was the designated sub-contractor for the research; however, due to challenges negotiating copyright that led ALA legal counsel to recommend PLA not contract with NYU, Dr. Neuman will conduct the research through her consulting firm, which will give PLA/ALA copyright for the research, something NYU would not agree to. As a result of the protracted negotiation period with NYU, research is a few months behind though Dr. Neuman is working to make up the time. IMLS approved the no-cost change of sub-contractors and Dr. Neuman and her team of researchers have begun their research at select libraries. They will provide a status report prior to Midwinter.

*Bill & Melinda Gates Foundation*
*Edge and Performance Measurement*
See documents 2015.4 and 2015.13 for status reports on these two grant projects.

*Gates Foundation Wind Down*

As Global Libraries director Deborah Jacobs reported to the PLA Board at our June meeting, the Gates Foundation has begun plans to wind down the Global Libraries program over the next 3-5 years. This transition will happen slowly with no programmatic changes this year or next year and a smooth transition. Over the past 20 years, the Foundation has invested $1 billion in public libraries globally.

As part of the Foundation’s wind down strategy, Global Libraries grantees and partners were invited to a strategic advisor’s meeting in Seattle in July to discuss strengthening connections and working together to leave the public library field stronger, more resilient and better positioned for the future. I participated in the meeting, along with: Keith Fiels and Maureen Sullivan (ALA), Susan Hildreth (IMLS), Brian Bannon (CPL), John Szabo (LAPL), Chyrstie Hill (OCLC), Kate Nevins (Lyrisis), Susan Benton (ULC), Ann Joslin (COSLA), Jennefer Nicholson (IFLA), Amy Garmer (Aspen), Mike Crandall (U. of Washington) as well as global grantees. Working groups formed to make recommendations for coordinated action on:

- **Training and Leadership** (IMLS/COSLA)
- **Research/Impact** (UW/COSLA)
- **Development Purpose** (IFLA, COSLA)
- **Integrated/International Network** (Lyrisis, WebJunction, ALA)
- **Advocacy** (ALA)

PLA participated in several of the work groups and reports were submitted Sept. 30. GL will consider limited support to help the groups move their recommendations forward. If you are interested in reading any of the working group reports, please let me know.

*Global Library Impact and Advocacy Working Group Meeting*

At the invitation of the Foundation, Mary Hirsh, Carolyn Anthony and I attended a joint meeting of the Global Advocacy and Impact Working Groups 6-10 in Bucharest, Romania. Similar to the meetings held in July, current and past grant recipients considered sustainability and next steps related to the advocacy and impact work funded by the Foundation internationally. There is great potential for collaboration, especially related to work GL has already done with impact measurement. This work will be extremely useful for PLA’s performance measurement program and may lead to sustainable models for impact measurement in the US and globally. The advocacy work group is committed to supporting the broad
release of the revised Turning the Page curriculum. They will also look at ways to ensure the longevity of other advocacy-related materials, including creating an evergreen documents library.

**External Relationships**

**ICMA**
PLA continues to build its relationship with ICMA. ICMA continues to work with us in development of the PLA Leadership Academy curriculum. Larry Neal, Carolyn Anthony and I attended the 2015 ICMA conference in September and Carolyn and Larry participated as panelists with other librarians and ICMA leadership at the Aspen Institute-hosted Dialogue on Public Libraries @ ICMA. The purpose of the panel was to build on our respective work on libraries to foster healthy, engaged and sustainable communities. ICMA has been involved with leading library organizations (including PLA) and funders on ground-breaking work related to the strategic roles that 21st century libraries serve in their communities, from leading education initiatives to being a catalyst for economic and workforce development. As a result of some initial conversations held at the meeting, there is potential for a partnership related to the 2016 ICMA conference. We will follow up with ICMA and continue conversations.

**Aspen Institute**
Over the past year, the Aspen Institute Communications and Society Program with support from the Bill & Melinda Gates Foundation has convened a working group of private sector, government, nonprofit and philanthropic leaders to examine the contributions and value of public libraries in today’s world. PLA Board member Pam Sandlian-Smith is a member of this group, the “Dialogue on Public Libraries.” A report outlining a renewed vision for public libraries was released by Aspen on October 14. I am working with Amy Garmer from Aspen on ways PLA can leverage the report and build on its findings.

Additionally, PLA Board member Felton Thomas is a participant in the Aspen Institute Task Force on Learning and the Internet. It is a national conversation led by a task force from technology, public policy, education, business and online safety sectors. The Task Force aims to better understand how we can optimize the web to improve learning.

**Collaborations**

**Coalition to Advance Learning in Archives, Libraries and Museums**
In June 2013, I, along with representatives from several national library, archive and museum organizations, was invited by IMLS and OCLC to participate in a convening focused on continuing education/professional development for library and cultural institution staff. Other organizations included: ULC, ACRL, YALSA, ARL, OCLC, RUSA, Educopia, the Library of Congress, the Bill and Melinda Gates Foundation, state library representatives, and representatives from the archive and museum communities. The goals for the meeting were to share current knowledge of CE; discuss strategies and activities; and generate ideas for how to coordinate efforts and foster collaboration. The group agreed to meet again and a second meeting was held in March 2014.
In hosting the meetings, IMLS and OCLC aimed to jump-start coordinated, near-term plans for innovative projects and partnerships. An outcome was a shared understanding of organizational priorities toward improvement of the impact and sustainability of CE for the field. Participants agreed that they should begin to work in cooperation to more effectively meet their own institution’s goals while also advancing the goals of CE overall. As result, the Coalition to Advance Learning in Archives, Libraries, and Museums was formed. Its goals are to: advocate for ongoing investment in CE; develop a basis for collaboration within and across sectors; increase clarity around CE offerings and needs; identify “Opportunity Areas” with lower barriers to collaboration, high opportunity to leverage knowledge across the fields and greatest potential for significant impact and share learnings, tools, and processes in support of the collaborative development of CE. The coalition wants to address the paradox of increasing need and shrinking resources for CE/PD across these three fields by developing joint strategies and coordinating efforts.

Three out-of-cycle IMLS grants have been awarded as a result of these collaborations and PLA has or will have a role in each:

1. **Nexus I.** The first grant, funded following the June 2013 meeting, was a planning grant submitted by the Educopia Institute. It resulted in [this publication](#), which was shared with the PLA Leadership Development Committee. *Training the 21st Century Library Leader* provides an analysis of library leadership training in the U.S. over the last 15 years. PLA provided data regarding past and current PLA leadership initiatives.

2. Following the release of the Nexus I paper, Educopia received IMLS funding ($385,800) for **Nexus II.** It will include a collaboration with the Center for Creative Leadership to:
   - Chart a Leader Development Roadmap encompassing leadership-training offerings across libraries, archives and museums (LAMs).
   - Produce highly relevant national, cross-sector, core leadership-training curriculum modules.
   - Design evaluation methodologies and instruments for evaluating success of each curriculum element.
   - Build a strong, cross-sector trainer network of leadership training program administrators and trainers.
   - Advocate for boundary-spanning solutions as a key component for strengthening LAMs.

   PLA is participating on this project as well and will use results to inform the PLA Leadership Academy planning as well as involving the PLA Leadership Development Committee in the discussion.

3. Finally, as a result of the Coalition’s work, an IMLS grant ($150,000) was awarded to the Educopia Institute to build and implement a structured mechanism for the collection and analysis of CE/PD needs and programming across libraries, archives, and museums. From the proposal, the project will:
• Broaden the relationship network of the Coalition, comprising CE/PD experts from libraries, archives, and museums

• Document the broader environment of CE/PD to properly contextualize and guide the CE/PD analysis in the library, archives, and museum fields.

• Document CE/PD needs in and across each of the library, archives, and museum fields.

• Document the current spectrum of CE/PD offerings in and across each of the library, archives, and museum fields.

• Assess viability of cross-field collaborations on particular topics; examine what challenges are shared across a range of fields and establish what common competencies might address these.

• Design sustainability scenarios for ongoing data collection by the Coalition to Advance Learning on both CE/PD needs and CE/PD offerings using the general frameworks and data models produced in this project.

PLA is one of several participating organizations. Others include: the Academy of Certified Archivists, the American Society for Information Science and Technology, the Association for Library Collections and Technical Services, the Association of Coalition to Advance Learning; the Academic Museums and Galleries, the Association of Southeastern Research Libraries, Califa, the Council of State Archivists, COSLA, Preservation Outreach and Education, Educopia Institute, InfoPeople, Internet Archive, Library Information Technology Association, Lyrasis, Mid-Atlantic Regional Archives Conference, Midwest Archives Conference, National Association of Government Archives and Records Administrators, New England Museum Association, Northeast Document Conservation Center, Public Knowledge Project School, the Society of American Archivists, the Urban Libraries Council, and WebJunction.

To complete the comprehensive research on CE/PD training needs and opportunities across these three fields, it is anticipated that PLA staff and members will be tapped to assist with the project.

Finally, the Coalition met October 2-3 in Washington DC. PLA’s Professional Development Manager Amy Lundy, represented PLA. I will have an update for the Midwinter Meeting on the outcomes of that meeting. The Gates Foundation has agreed to support at least one more meeting of the Coalition.
October 2014

TO: PLA Board of Directors

From: Jay Turner, Director-at-Large
Staff: Amy Sargent Lundy, Manager, Professional Development

RE: Review of PLA’s Boot Camp Program

ACTION REQUESTED/INFORMATION/REPORT:

Information/Discussion

DRAFT OF MOTION:

N/A

Comments followed by 2015 Boot Camp Evaluation Results

Following the PLA Board’s discussion at the 2014 ALA Annual Conference (Board document 2014.83), a small group volunteered to review the Boot Camp curriculum and event. Group members were Melinda Cervantes, Georgia Lomax, Portia Latalladi, and Jay Turner. Amy Sargent Lundy was the staff liaison.

In August, Amy attended the Boot Camp in Nashville and as a result was able to access the curriculum materials and have a first-hand look at the onsite experience.

This past month, the review group had a phone call to discuss materials, evaluation results, and other considerations for Boot Camp.

The group discussed pros and cons to the Boot Camp program:

PROS:

- Boot Camp is consistently highly rated
- The curriculum (onsite and online worksheets) is extremely comprehensive
- The workshop does appear to be updated to reflect changes and trends in public libraries
- It enables PLA to have an in-depth, effective management training program
- It makes a small profit – this is an improvement from five years of substantial loss.

CONS

- While it does make a small profit, there is an emphasis on small – it’s closer to breaking even for FY2014. This year’s event had net revenue of $316.
• People react very differently to facilitators Sandra Nelson and June Garcia – some think they’re extremely engaging and likeable, but others highlighted some concerning impressions – Onsite, several attendees indicated that they were frustrated and “offended” by Sandra and June’s management of the class. This was reflected in the comments in the evaluation (a sample)...
  o “The prevailing comment I heard was that it felt like being yelled at and reprimanded during group work time. If opinions differed from the trainers, the respondents were not always treated respectfully. Sandra rolled her eyes and said "Seriously?" enough times for it to become part of evening conversations. June was a little softer. I don’t think I would survive in my environment long if I reacted to my staff in that way.”
  o “I did not appreciate being scolded, individually and as a group, by Sandra for "not listening". I did not expend A LOT of my library's money to waste time by not listening. I may not have GRASPED what my assignments were to cover, and not done them accurately, but it was NOT for not listening. I am an adult and don't like being treated like an errant child.”

******************************

The Review Group’s impressions summed up:

The program seems to be a very worthwhile and valuable educational experience and is a marquis program for PLA; however does PLA need to expand its options and avoid being reliant on only two facilitators to represent the organization? Additionally, a marquis program should be a revenue generator, not just a break even event.

******************************

REVIEW GROUP RECOMMENDATION

• The group was not prepared to recommend pulling the plug on Boot Camp. The program clearly is effective for attendees and having PLA represented in that educational space is too important. They recommend going forward with planning the 2015 Boot Camp. The group feels there is still more we can learn from evaluating the event, so suggests revising survey questions and adding more targeted questions.
**Q1 How would you evaluate the PLA Results Boot Camp training overall on the following scale?**

Answered: 41  Skipped: 0

<table>
<thead>
<tr>
<th>Choose a number that...</th>
<th>Excellent Training 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>OK Training 5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Very Poor Training 10</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.02%</td>
<td>16</td>
<td>14</td>
<td>7</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>4.88%</td>
<td>2</td>
<td>0.00%</td>
<td>41</td>
<td>2.32</td>
</tr>
</tbody>
</table>

Choose a number that most closely reflects your opinion:
Q2 I will be able to immediately implement something I learned.

Answered: 41  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>97.56%</td>
</tr>
<tr>
<td>False</td>
<td>2.44%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
**Q4** We want to know how useful each of the segments of Results Boot Camp was to you. Choose the appropriate option for each of the 5 segments listed below.

Answered: 41  Skipped: 0

<table>
<thead>
<tr>
<th>Segment</th>
<th>Very Useful</th>
<th>Somewhat Useful</th>
<th>Not Very Useful</th>
<th>Not At All Useful</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trends</td>
<td>63.41%</td>
<td>34.15%</td>
<td>2.44%</td>
<td>0.00%</td>
<td>41</td>
<td>1.39</td>
</tr>
<tr>
<td>Planning</td>
<td>68.29%</td>
<td>31.71%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>41</td>
<td>1.32</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>73.17%</td>
<td>24.39%</td>
<td>2.44%</td>
<td>0.00%</td>
<td>41</td>
<td>1.29</td>
</tr>
<tr>
<td>Activities</td>
<td>70.73%</td>
<td>26.83%</td>
<td>2.44%</td>
<td>0.00%</td>
<td>41</td>
<td>1.32</td>
</tr>
<tr>
<td>Resources</td>
<td>51.22%</td>
<td>48.78%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>41</td>
<td>1.49</td>
</tr>
<tr>
<td>Change</td>
<td>60.98%</td>
<td>39.02%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>41</td>
<td>1.39</td>
</tr>
</tbody>
</table>
Q6 The support materials for the workshop (the website and notebook distributed onsite) were:

Answered: 41  Skipped: 0

<table>
<thead>
<tr>
<th>Rank:</th>
<th>Extremely Helpful</th>
<th>Quite Helpful</th>
<th>Not Very Helpful</th>
<th>Not At All Helpful</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58.54%</td>
<td>39.02%</td>
<td>2.44%</td>
<td>0.00%</td>
<td>41</td>
<td>1.44</td>
</tr>
</tbody>
</table>

# Comments:                                                                                          Date
1   Would be great to have an electronic version of the notebook!                                  8/26/2014 4:25 PM
2   It was great to have detailed information in the notebook but I wouldn’t mind having access to the slides from that day so I could review them if I wanted after each session. Thanks for making the slides available after the training though, I’ve referenced them a few times already. 8/19/2014 12:21 PM
3   Would love to get the book at the end of the workshop                                         8/18/2014 4:52 PM
4   Would have liked a digital copy and more examples in the notebook of what other libraries are doing and how they implemented things. 8/18/2014 9:27 AM
5   I liked knowing that I would have every piece of the materials available. A suggested reading list would also be a nice addition - all the books Sandra mentioned, plus some of the articles and quoted authors. I know I can find these, but to have them all in one place would make my life easier. 8/18/2014 7:56 AM
6   I have used my book a ton since I have been back.                                               8/16/2014 3:49 PM
7   I know I will refer to the notebook in the coming months and possibly years.                 8/16/2014 11:24 AM
8   Electronic versions of binder.                                                                 8/15/2014 10:22 PM
9   I appreciate having the print content. I wish I had realized ahead of time that there was a physical book "Strategic Planning for Results". 8/15/2014 2:51 PM
**Q8 The group work throughout the training program was:**

Answered: 40  Skipped: 1

<table>
<thead>
<tr>
<th>Extremely Helpful</th>
<th>Quite Helpful</th>
<th>Not Very Helpful</th>
<th>Not At All Helpful</th>
<th>Total</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.00%</td>
<td>52.50%</td>
<td>7.50%</td>
<td>0.00%</td>
<td>40</td>
<td>1.68</td>
</tr>
</tbody>
</table>

**# | Comments: | Date**
---|------------|-------|
1  | Mixing the groups up was a great idea. Sometimes by size of library, sometimes randomly. | 8/26/2014 4:25 PM |
2  | Actually somewhere between not very and quite. | 8/19/2014 3:29 PM |
3  | It was great to work with the other participants but as with all group work sometimes it didn't always go as smoothly as you'd like. | 8/19/2014 12:21 PM |
4  | As in any group work - some people dominated, some people were slackers, some people were all about themselves...that added to the level of difficulty to accomplish tasks - just like real life! | 8/18/2014 3:56 PM |
5  | Great for different perspectives, and particularly when working with others in our size group. | 8/18/2014 1:38 PM |
6  | Even though I didn't initially like having to switch groups twice a day, I can see how it was helpful and forced me to meet new people. | 8/18/2014 12:38 PM |
7  | All except the group that began one afternoon and continued into the morning. Unfortunately, I was in a group that was not very innovative or creative and I didn't learn much from our interaction. | 8/18/2014 11:08 AM |
8  | I absolutely loved being able to work with different people. The only thing I would change was the one group activity where we worked with the same people twice (on activities). I would rather have had the chance to work with some new people. | 8/18/2014 7:56 AM |
9  | It may be I just didn't "click" with my group. Having to be in this group an afternoon and a morning was too much. Switch groups up perhaps? | 8/17/2014 5:39 AM |
10 | I liked breaking into groups that were similar in library size, breaking into groups that surrounded me (gave chance to meet new participants). The activities done during the group work were useful. | 8/16/2014 11:24 AM |
11 | Would like each group to report back the top five items discussed. Especially the talk tables. | 8/15/2014 10:22 PM |
12 | It was nice to put the information into use and to have concrete ideas of how it would work. It was a bit distracting when people wanted to just share their own experiences and not follow the directions. | 8/15/2014 2:51 PM |
Q9 The facilitators, Sandra and June, were:

Answered: 41  Skipped: 0

Knowledgeable

- Extremely: 82.93% (34)
- Mostly: 17.07% (7)
- Somewhat: 0.00% (0)
- Not at all: 0.00% (0)
- Total: 41
- Average Rating: 1.17

Engaging

- Extremely: 65.85% (27)
- Mostly: 29.27% (12)
- Somewhat: 4.88% (2)
- Not at all: 0.00% (0)
- Total: 41
- Average Rating: 1.39

Professional

- Extremely: 57.50% (23)
- Mostly: 27.50% (11)
- Somewhat: 15.00% (6)
- Not at all: 0.00% (0)
- Total: 40
- Average Rating: 1.57

#  Comments                                           Date          
1  Rude in comments about the group not listening/able to understand direction. On several occasions.  8/19/2014 3:29 PM  
2  The best facilitated training I've ever been through.                                                   8/19/2014 12:21 PM  
3  Wish I could bring you back to my library!                                                              8/18/2014 4:52 PM  
4  The prevailing comment I heard was that it felt like being yelled at and reprimanded during group work time. If opinions differed from the trainers, the respondents were not always treated respectfully. Sandra rolled her eyes and said "Seriously?" enough times for it to become part of evening conversations. June was a little softer. I don't think I would survive in my environment long if I reacted to my staff in that way. Both trainers made themselves available on an individual basis for additional conversation and that was well received.  8/18/2014 3:56 PM  
5  I believe that they should have acted more professionally in getting people's attention, especially when it was hard to hear in the back of the room.                          8/18/2014 2:01 PM  
6  They didn't pull any punches, and obviously knew their stuff.                                          8/18/2014 1:38 PM  
7  My observations were that June's manner was better received, especially by the youngest attendees. They felt a bit scolded at times by Sandra. Maybe it's a millenial thing. I wasn't really bothered by it, but I'm a gen X who went to Catholic school.                        8/18/2014 11:42 AM  
8  June, in particular, was very wise and seemed to understand public library administration better probably because she had real-world experience.                           8/18/2014 11:08 AM  
9  A little strong on berating people for talking.                                                           8/18/2014 9:27 AM  
10 They were occasionally peevish when some groups weren't listening well. They would stop the entire crowd and castigate us 'you're a bunch of bad listeners'              8/18/2014 7:39 AM
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11</strong></td>
<td>I did not appreciate being scolded, individually and as a group, by Sandra for &quot;not listening&quot;. I did not expend A LOT of my library's money to waste time by not listening. I may not have GRASPED what my assignments were to cover, and not done them accurately, but it was NOT for not listening. I am an adult and don't like being treated like an errant child.</td>
<td>8/17/2014 5:39 AM</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Loved how they played off one another, could differ in opinions and still had synergy.</td>
<td>8/16/2014 9:44 AM</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>humorous and entertaining!</td>
<td>8/15/2014 8:01 PM</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>Sandra in particular is abrasive. It is kind of ironic to be selling change in libraries while acting like a old school librarian. I know it is hard to keep large groups together- but there are ways to say things nicely. Also, if we don't understand- telling us you TOLD us 4 times is not helpful. Assume that we are not trying to do it wrong- this training was a huge investment for my library, and I felt awful when she would chastise us like we were JH students.</td>
<td>8/15/2014 3:49 PM</td>
</tr>
</tbody>
</table>
TO: PLA Board of Directors

RE: PLA FY14 Year-End Analysis and FY 15 Overview

ACTION REQUESTED/INFORMATION/REPORT:

Information/Discussion

ACTION REQUESTED BY:

Barb Macikas, PLA Executive Director

DRAFT OF MOTION:

N/A

BACKGROUND:

This report provides the Board with an update on the year-end results for FY 2014 as well as an overview of the 2015 fiscal year budget broken down by project as well as narrative describing variances in the budget from the previous non-conference year.
**FY 2014 Actual as of 4th Close and FY2015 Projected Operating Fund Balance Summary**

*(as of ALA Fourth Close, 10/10/14)*

### 2014 Projected Fund Balance:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Beginning Fund Balance</td>
<td>2,129,045</td>
</tr>
<tr>
<td>2013 Revenue (actual)</td>
<td>+  868,334</td>
</tr>
<tr>
<td>Subtotal</td>
<td>2,997,379</td>
</tr>
<tr>
<td>2013 Expense (actual)</td>
<td>-  1,227,657</td>
</tr>
<tr>
<td>2014 Opening Fund Balance</td>
<td>1,769,722</td>
</tr>
</tbody>
</table>

### 2014 Estimated Budgetary Ceiling:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Opening Fund Balance</td>
<td>1,769,722</td>
</tr>
<tr>
<td>2014 Revenue <em>as of Fourth Close</em></td>
<td>+  4,180,523</td>
</tr>
<tr>
<td>Subtotal</td>
<td>5,950,245</td>
</tr>
<tr>
<td>2014 Expenses <em>as of Fourth Close</em></td>
<td>-  2,902,839</td>
</tr>
<tr>
<td>2014 Estimated Budgetary Ceiling</td>
<td>3,047,406</td>
</tr>
<tr>
<td>Budgeted Transfer to Endowment 2014</td>
<td>0</td>
</tr>
<tr>
<td>2014 Projected Ending Fund Balance</td>
<td>3,047,406</td>
</tr>
</tbody>
</table>

### 2015 Projected Fund Balance:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Revenue Budgeted</td>
<td>+  859,052</td>
</tr>
<tr>
<td>Subtotal</td>
<td>3,906,458</td>
</tr>
<tr>
<td>2015 Expenses Budgeted</td>
<td>-  1,714,695</td>
</tr>
<tr>
<td>2015 Projected Year End Fund Balance</td>
<td>2,191,763</td>
</tr>
</tbody>
</table>

Note: Please note FY14 notes are estimated based on the Fourth Close, the most current performance report available. These are subject to change though given we are close to the end of the close, it is not anticipated the change will be significant.
**Long Term Investment and Interest**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14 Beginning LTI Balance</td>
<td>$1,134,221</td>
</tr>
<tr>
<td>FY14 LTI Balance as of 4th close</td>
<td>$1,237,033</td>
</tr>
<tr>
<td>Net Interest to go to operating budget</td>
<td>$39,856</td>
</tr>
<tr>
<td>FY14 Transfer to endowment</td>
<td>$0</td>
</tr>
</tbody>
</table>

Projected amount of net dividends that can be transferred to Board-designated project: $39,856. Final amount will be calculated at final close of fiscal year.
### PLA FY2015 Budget by Project

<table>
<thead>
<tr>
<th>Project</th>
<th>Revenue</th>
<th>Expenses</th>
<th>Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000 Administration</td>
<td>$0</td>
<td>$934,452</td>
<td>-$934,452</td>
</tr>
<tr>
<td>3000 Service to Members</td>
<td>$457,520</td>
<td>$209,740</td>
<td>$247,780</td>
</tr>
<tr>
<td>3007 Regional CE</td>
<td>$52,437</td>
<td>$50,181</td>
<td>$2,256</td>
</tr>
<tr>
<td>3011 Spring Symposium-Event</td>
<td>$25,000</td>
<td>$26,204</td>
<td>-$1,204</td>
</tr>
<tr>
<td>3020 Partners</td>
<td>$54,500</td>
<td>$15,950</td>
<td>$38,550</td>
</tr>
<tr>
<td>3026 AC Preconference</td>
<td>$11,105</td>
<td>$11,177</td>
<td>-$72</td>
</tr>
<tr>
<td>3030 Public Libraries Magazine</td>
<td>$84,750</td>
<td>$134,437</td>
<td>-$49,687</td>
</tr>
<tr>
<td>3040 Web Based CE</td>
<td>$70,000</td>
<td>$28,685</td>
<td>$41,315</td>
</tr>
<tr>
<td>3058 Publications</td>
<td>$25,420</td>
<td>$15,812</td>
<td>$9,608</td>
</tr>
<tr>
<td>3120 Preschool Lit (ECRR)</td>
<td>$40,000</td>
<td>$21,567</td>
<td>$18,433</td>
</tr>
<tr>
<td>3172 PLDS</td>
<td>$1,120</td>
<td>$35,492</td>
<td>-$34,372</td>
</tr>
<tr>
<td>3189 Certified Pub Lib Admin.</td>
<td>$13,000</td>
<td>$7,468</td>
<td>$5,532</td>
</tr>
<tr>
<td>3174 Leadership Initiative cost share</td>
<td>$0</td>
<td>$38,831</td>
<td>-$38,831</td>
</tr>
<tr>
<td>3145 PLA 2016 Planning</td>
<td>$0</td>
<td>$141,200</td>
<td>-$141,200</td>
</tr>
<tr>
<td>3188 digital learn.org</td>
<td>$30,000</td>
<td>$45,487</td>
<td>-$15,487</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$859,052</td>
<td>$1,714,695</td>
<td>-$855,643</td>
</tr>
</tbody>
</table>
**FY 2014 Long Term Investment and Interest**

FY14 Beginning LTI Balance  $1,134,221  
FY14 LTI Balance as of 4th close  $1,237,033  

Net Interest to go to operating budget  
As of 4th close  $ 39,856  
FY14 Transfer to endowment  $ 0  

Projected amount of net dividends that can be transferred to Board-designated project: $39,856. Final amount will be calculated at final close of fiscal year.
**PLA FY2015 – Comparison to previous non-conference year budget**

Here is an overview of the approved Fiscal Year 2015 budget, along with comparison data for actual and budget in previous and current years.

<table>
<thead>
<tr>
<th></th>
<th>FY12 Actual</th>
<th>FY13 Actual</th>
<th>FY14 As of 4th close</th>
<th>FY15 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Fund Balance</strong></td>
<td>$1,049,598</td>
<td>$2,129,598</td>
<td>$1,769,722</td>
<td>$3,047,406</td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td>$4,243,107</td>
<td>$868,334</td>
<td>$4,180,523</td>
<td>$859,052</td>
</tr>
<tr>
<td><strong>Expenses before OH</strong></td>
<td>$2,363,924</td>
<td>$1,172,344</td>
<td>$2,115,430</td>
<td>$1,614,388</td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>$799,655</td>
<td>$55,304</td>
<td>$787,409</td>
<td>$48,707</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$3,163,579</td>
<td>$1,227,648</td>
<td>$2,902,839</td>
<td>$1,714,695</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$1,079,528</td>
<td>$(359,314)</td>
<td>$1,277,684</td>
<td>$(855,643)</td>
</tr>
<tr>
<td><strong>Ending Fund Balance</strong></td>
<td>$2,129,052</td>
<td>$1,769,722</td>
<td>$3,047,406</td>
<td>$2,191,763</td>
</tr>
</tbody>
</table>

**PLA FY2015 – Narrative Overview**

**Revenues**
The revenue side of the FY 2015 budget is flat. Revenues for dues, webinars, publications and sponsorships are budgeted at actual FY13 levels.

- The largest source of PLA revenue in a non-conference year is membership dues. They are 53% ($457,520) of the FY15 budget. Membership typically declines in a non-conference year. FY 15 is the final year of the incremental $5/year dues increase. In FY16, dues will increase based on the annual average increase in the CPI.
- PLA will continue to seek new revenue opportunities related to new products to support the Every Child Ready to Read product.
- As the performance measurement work continues with the anticipated Gates grant, PLA will begin to develop communications and products related to the roll out of the new measures for public libraries.
- PLA has budgeted for webinars but revenues are flat given the extremely competitive webinar market.
Expenses
FY 15 budgeted expenses are $487,047 over actual FY13 expenses. Increases in expenses are described below.

- Increased salary and benefits of approximately $250,000 are included in the FY15 budget. One FT position has gone from grant funding to the PLA operations budget and the equivalent of 50% of a position which was funded by grants will move back to the PLA operations budget.
- Sustaining the DigitalLearn.org site will require tech support that was previously covered by the grant. Additional staff time will need to be allocated to sustain this work. IMLS has signaled an interest in receiving a new proposal to build on the DigitalLearn site but we need to budget to support it as current grant ends August 2014. We are also looking for sponsorships from technology providers and literacy foundations for this project.
- There is a $40,000 deposit on the Denver convention center. A deposit wasn’t required in FY13; this is a timing issue.
- We have also added to the promotion budget line from FY13 (approximately $20,000 from FY13). This is mostly a timing issue for expenses that previously were in the next budget year. This will allow us to begin promoting PLA 2016 sooner.
- There is $100,000 budgeted for the PLA board’s fund for strategic initiatives. Based on the strategic planning discussion with the Board and PLA member leaders, some or all of this may be allocated to developing public awareness/messaging related to the perception of public libraries from books/reading toward learning spaces.
- There is travel money budgeted for the Performance Measurement TF. This may not be needed if grant monies become available.
## Public Library Association
### FY 2013-14 Financial Report
#### Year-To-Date Report by Project

<table>
<thead>
<tr>
<th></th>
<th>FY2013 Budget</th>
<th>FY2013 Final Close Actual</th>
<th>FY 2014 Budget for 3rd close</th>
<th>FY2014 Actual for 3rd close</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Administration (0000)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$885,654.00</td>
<td>$605,144.00</td>
<td>$885,620.00</td>
<td>$605,858.00</td>
</tr>
<tr>
<td>2</td>
<td>Service to Members (3000)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Dues</td>
<td>$370,175.00</td>
<td>$457,868.00</td>
<td>$440,520.00</td>
<td>$505,910.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$189,990.00</td>
<td>$33,769.00</td>
<td>$172,650.00</td>
<td>$69,669.00</td>
</tr>
<tr>
<td>Net</td>
<td>$180,185.00</td>
<td>$424,099.00</td>
<td>$267,870.00</td>
<td>$436,241.00</td>
</tr>
<tr>
<td>3</td>
<td>Regional CE, Bootcamp (3007) August 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration</td>
<td>$0.00</td>
<td>$58,755.00</td>
<td>$52,437.00</td>
<td>$55,500.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$0.00</td>
<td>$39,945.00</td>
<td>$36,855.00</td>
<td>$41,753.00</td>
</tr>
<tr>
<td>OH &amp; Tax</td>
<td>$0.00</td>
<td>$14,983.00</td>
<td>$12,690.00</td>
<td>$13,431.00</td>
</tr>
<tr>
<td>Net</td>
<td>$0.00</td>
<td>$3,827.00</td>
<td>$2,892.00</td>
<td>$316.00</td>
</tr>
<tr>
<td>4</td>
<td>PLA Partners (3020)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$69,000.00</td>
<td>$23,310.00</td>
<td>$104,500.00</td>
<td>$100,355.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$10,350.00</td>
<td>$11,861.00</td>
<td>$18,350.00</td>
<td>$13,744.00</td>
</tr>
<tr>
<td>Net</td>
<td>$58,650.00</td>
<td>$10,449.00</td>
<td>$86,150.00</td>
<td>$86,611.00</td>
</tr>
<tr>
<td>5</td>
<td>Public Libraries (3030)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$87,459.00</td>
<td>$82,662.00</td>
<td>$91,338.00</td>
<td>$78,302.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$148,422.00</td>
<td>$127,902.00</td>
<td>$130,118.00</td>
<td>$113,544.00</td>
</tr>
<tr>
<td>OH</td>
<td>$5,081.00</td>
<td>$5,217.00</td>
<td>$5,052.00</td>
<td>$4,805.00</td>
</tr>
<tr>
<td>Tax</td>
<td>$547.00</td>
<td>$0.00</td>
<td>$547.00</td>
<td>$547.00</td>
</tr>
<tr>
<td>Net</td>
<td>-$66,591.00</td>
<td>-$50,457.00</td>
<td>-$44,379.00</td>
<td>-$40,594.00</td>
</tr>
<tr>
<td>6</td>
<td>ALA Conf Preconferences and MW Institute (3026)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$23,300.00</td>
<td>$10,855.00</td>
<td>$11,105.00</td>
<td>$19,925.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$17,481.00</td>
<td>$1,511.00</td>
<td>$8,350.00</td>
<td>$8,405.00</td>
</tr>
<tr>
<td>OH</td>
<td>$5,942.00</td>
<td>$2,768.00</td>
<td>$2,687.00</td>
<td>$4,822.00</td>
</tr>
<tr>
<td>Net</td>
<td>-$123.00</td>
<td>$6,576.00</td>
<td>$68.00</td>
<td>$6,698.00</td>
</tr>
<tr>
<td>Program</td>
<td>FY2013 Budget</td>
<td>FY2013 Final Close</td>
<td>FY2013 Actual</td>
<td>FY2014 Budget for 3rd close</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>7 Web Based CE (3040)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$72,000.00</td>
<td>$66,934.00</td>
<td>$90,000.00</td>
<td>$72,195.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$23,075.00</td>
<td>$18,774.00</td>
<td>$21,200.00</td>
<td>$23,160.00</td>
</tr>
<tr>
<td>OH</td>
<td>$9,180.00</td>
<td>$8,534.00</td>
<td>$10,890.00</td>
<td></td>
</tr>
<tr>
<td>Net</td>
<td>$39,745.00</td>
<td>$39,626.00</td>
<td>$57,910.00</td>
<td>$40,299.00</td>
</tr>
<tr>
<td>8 Publications (3058)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$54,134.00</td>
<td>$25,468.00</td>
<td>$37,900.00</td>
<td>$16,468.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$44,378.00</td>
<td>$9,746.00</td>
<td>$34,543.00</td>
<td>$6,796.00</td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td>$6,204.00</td>
<td>$3,008.00</td>
<td>$3,255.00</td>
<td>$871.00</td>
</tr>
<tr>
<td>Net</td>
<td>$3,552.00</td>
<td>$12,714.00</td>
<td>$102.00</td>
<td>$8,801.00</td>
</tr>
<tr>
<td>9 NC 2014 General Program (3061)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>$1,163,955.00</td>
<td></td>
<td>$1,301,956.00</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>$292,000.00</td>
<td></td>
<td>$282,342.00</td>
<td></td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td>$281,677.00</td>
<td></td>
<td>$315,018.00</td>
<td></td>
</tr>
<tr>
<td>Net</td>
<td>$590,278.00</td>
<td></td>
<td>$704,596.00</td>
<td></td>
</tr>
<tr>
<td>10 NC 2014 Exhibits (3062)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>$1,520,896.00</td>
<td></td>
<td>$1,602,120.00</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>$521,150.00</td>
<td></td>
<td>$310,754.00</td>
<td></td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td>$336,380.00</td>
<td></td>
<td>$387,713.00</td>
<td></td>
</tr>
<tr>
<td>Net</td>
<td>$663,366.00</td>
<td></td>
<td>$903,653.00</td>
<td></td>
</tr>
<tr>
<td>11 NC 2014 Promotion (3063)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>$107,000.00</td>
<td></td>
<td>$69,735.00</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>$69,700.00</td>
<td></td>
<td>$38,310.00</td>
<td></td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td>$12,947.00</td>
<td></td>
<td>$8,438.00</td>
<td></td>
</tr>
<tr>
<td>Net</td>
<td>$24,353.00</td>
<td></td>
<td>$22,987.00</td>
<td></td>
</tr>
<tr>
<td>12 NC 2014 Phil Reg (3064)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>$0.00</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>$30,250.00</td>
<td></td>
<td>$1,980.00</td>
<td></td>
</tr>
<tr>
<td>OH</td>
<td>$0.00</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Net</td>
<td>-$30,250.00</td>
<td></td>
<td>-$1,980.00</td>
<td></td>
</tr>
<tr>
<td>FY2013 Budget</td>
<td>FY2013 Final Close</td>
<td>FY2014 Actual</td>
<td>FY2014 Budget for 3rd close</td>
<td>FY2014 Actual for 3rd close</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>13 NC 2014 Opening/Closing Session (3065)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>$0.00</td>
<td></td>
<td>$162,000.00</td>
<td>$159,489.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$162,000.00</td>
<td></td>
<td>$159,489.00</td>
<td></td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>-$162,000.00</td>
<td></td>
<td>-$159,489.00</td>
<td></td>
</tr>
<tr>
<td><strong>14 NC 2014 Programs (3066)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>$0.00</td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$84,250.00</td>
<td></td>
<td>$81,614.00</td>
<td>$81,614.00</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>-$84,250.00</td>
<td></td>
<td>-$81,614.00</td>
<td></td>
</tr>
<tr>
<td><strong>15 NC 2014 Meal Events (3069)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>$83,250.00</td>
<td></td>
<td>$105,880.00</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>$79,500.00</td>
<td></td>
<td>$104,158.00</td>
<td></td>
</tr>
<tr>
<td>OH</td>
<td>$0.00</td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$3,750.00</td>
<td></td>
<td>$1,722.00</td>
<td>$1,722.00</td>
</tr>
<tr>
<td><strong>16 NC 2014 Preconference (3070)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>$108,500.00</td>
<td></td>
<td>$103,435.00</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>$58,950.00</td>
<td></td>
<td>$46,066.00</td>
<td></td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td>$26,257.00</td>
<td></td>
<td>$25,434.00</td>
<td></td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$23,293.00</td>
<td></td>
<td>$31,935.00</td>
<td>$31,935.00</td>
</tr>
<tr>
<td><strong>17 Preschool Literacy (3120)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$24,000.00</td>
<td>$76,216.00</td>
<td>$40,000.00</td>
<td>$86,268.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$15,930.00</td>
<td>$19,245.00</td>
<td>$52,033.00</td>
<td>$16,239.00</td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td>$3,060.00</td>
<td>$9,718.00</td>
<td>$4,840.00</td>
<td>$10,438.00</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$5,010.00</td>
<td>$47,253.00</td>
<td>-$16,873.00</td>
<td>$59,591.00</td>
</tr>
<tr>
<td><strong>18 PLA 2016 Promotion and Planning (3145)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$0.00</td>
<td>-$100.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$67,500.00</td>
<td>$82,051.00</td>
<td>$8,000.00</td>
<td>$88,973.00</td>
</tr>
</tbody>
</table>

Due to coding error, FY14 actual includes $38K to be re-allocated to 3061 and 3062.
<table>
<thead>
<tr>
<th></th>
<th>FY2013 Budget</th>
<th>FY2013 Final Close Actual</th>
<th>FY 2014 Budget for 3rd Close</th>
<th>FY2014 Actual for 3rd close</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19 Public Library Data Service (3172)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$88,000.00</td>
<td>$28,072.00</td>
<td>$24,793.00</td>
<td>$8,885.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$74,325.00</td>
<td>$52,096.00</td>
<td>$60,259.00</td>
<td>$28,966.00</td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td>$11,220.00</td>
<td>$3,579.00</td>
<td>$3,000.00</td>
<td>$1,075.00</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$2,455.00</td>
<td>-$27,603.00</td>
<td>-$38,466.00</td>
<td>-$21,156.00</td>
</tr>
<tr>
<td>Contains U of I refund</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>20 PLA Virtual Conference (3173)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
<td>$48,000.00</td>
<td>$53,590.00</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td>$39,950.00</td>
<td>$29,970.00</td>
<td></td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td></td>
<td>$5,808.00</td>
<td>$6,484.00</td>
<td></td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td></td>
<td>$2,242.00</td>
<td>$17,136.00</td>
<td></td>
</tr>
<tr>
<td><strong>22 Certified Public Library Administrator (CPLA) (3189)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$13,000.00</td>
<td>$6,700.00</td>
<td>$13,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$9,708.00</td>
<td>$5,182.00</td>
<td>$9,708.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td>$3,315.00</td>
<td>$1,709.00</td>
<td>$3,146.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>-$23.00</td>
<td>-$191.00</td>
<td>$146.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>23 Leadership Initiative (3174) * end. interest</strong></td>
<td></td>
<td>$27,397.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$0.00</td>
<td>$3,871.00</td>
<td>$38,838.00</td>
<td>$13,926.00</td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>-$0.00</td>
<td>-$3,871.00</td>
<td>-$38,838.00</td>
<td>-$13,926.00</td>
</tr>
<tr>
<td>Contains some expenses for the Performance Measurement Task Force</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>24 Leadership Academy (3196)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$17,080.00</td>
<td>$45,174.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>-$17,080.00</td>
<td>-$45,174.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>25 Cost Share IMLS Grant Digital Learn (3188)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$60,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$0.00</td>
<td>$42,425.00</td>
<td>$45,480.00</td>
<td>$38,450.00</td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>$0.00</td>
<td>-$42,425.00</td>
<td>$14,520.00</td>
<td>-$38,450.00</td>
</tr>
<tr>
<td><strong>26 Cost Share IMLS Grant NDSR (3198)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue</td>
<td>$0.00</td>
<td>$0.00</td>
<td>Grant ended</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>$5,000.00</td>
<td>$1,549.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OH &amp; Taxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td>-$5,000.00</td>
<td>-$1,549.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FY2013 Budget</td>
<td>FY2013 Final Close</td>
<td>FY2013 Actual</td>
<td>FY 2014 Budget for 3rd close</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Opening Fund Balance</td>
<td>$2,129,045.00</td>
<td>$2,129,045.00</td>
<td>$1,769,722.00</td>
<td>$1,769,722.00</td>
</tr>
<tr>
<td>Revenue</td>
<td>$867,428.00</td>
<td>$868,334.00</td>
<td>$3,997,194.00</td>
<td>$4,180,523.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$1,511,626.00</td>
<td>$1,172,353.00</td>
<td>$2,782,078.00</td>
<td>$2,115,430.00</td>
</tr>
<tr>
<td>Overhead</td>
<td>$52,463.00</td>
<td>$55,304.00</td>
<td>$708,629.00</td>
<td>$786,862.00</td>
</tr>
<tr>
<td>Taxes</td>
<td>$547.00</td>
<td>$0.00</td>
<td>$547.00</td>
<td>$547.00</td>
</tr>
<tr>
<td>Net</td>
<td>-$697,208.00</td>
<td>-$359,323.00</td>
<td>$505,940.00</td>
<td>$1,277,684.00</td>
</tr>
<tr>
<td>Transfer to Endowment</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Closing Fund Balance</td>
<td>$1,431,837.00</td>
<td>$1,769,722.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LTI Principle</td>
<td>$1,134,221.00</td>
<td>$1,237,033.00</td>
<td></td>
<td>$1,237,033.00</td>
</tr>
<tr>
<td>LTI Interest</td>
<td>$36,912.00</td>
<td>$45,848.00</td>
<td></td>
<td>$45,848.00</td>
</tr>
<tr>
<td>Expenses</td>
<td>$9,515.00</td>
<td>$5,992.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net</td>
<td>$27,397*</td>
<td>$39856*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Rolled into PLA operating budget; not LTI. Est. as LTI not closed
October 2014

TO: PLA Board of Directors

RE: E-Rate Update

ACTION REQUESTED/INFORMATION/REPORT:

Information/Discussion

ACTION REQUESTED BY:

Barbara Macikas, Executive Director

DRAFT OF MOTION:

N/A

RE: E-Rate Update includes a joint letter to the FCC and an infographic from Sacramento Public Library (2015.19A)
October 14, 2014

Federal Communications Commission
445 12th Street, SW
Washington, DC 20554

RE: WC Docket No. 13-184

Dear Chairman Wheeler, Commissioners Clyburn, Rosenworcel, Pai, and O’Rielly,

The undersigned organizations, representing state education leaders across the country, rural students and educators, and libraries throughout the nation, call on the Commission to immediately take three critical, interrelated steps to meet the broadband capacity goals for schools and libraries set forth in the July 2014 E-rate Order. Without these steps, those goals will, unfortunately, be unattainable and, even more importantly, many communities and the children in them will simply fall further behind. Conversely, by implementing these steps, the Commission will help set this country on a path to success for generations to come.

These steps all relate to the need for the Commission to address the broadband capacity gap to our libraries and schools. In this regard, the Commission must remove the barriers that prevent schools and libraries from having robust high-capacity broadband to their doors. These barriers include three important interrelated components:

- First, there remain areas where high-capacity broadband is simply not available, particularly in rural parts of the country. Even if fiber or other comparable technology is in the vicinity of the library or school but the building is not connected, that school or library in effect does not have access to high capacity broadband. Similarly, if a library or school receives no response to a request for service, access to high-capacity broadband is denied to that library or school. Access to such service does not just appear at the schools’ and libraries’ doors. The Commission must take specific steps—where high-capacity broadband is not available or providers are unwilling to provide service—to help ensure that these schools and libraries have such access. The Commission must address this “access gap.”
- Second, many libraries and schools continue to report that the recurring costs for high-capacity connections prevent them from upgrading even when higher speeds are available. The Commission must resolve this “affordability gap” that thwarts libraries and
schools today. The changes made in July that address high or disparate costs are a step forward, but there are additional steps to ensure greater competition the Commission must also take to ensure the affordability of ongoing broadband costs throughout many areas of the country.

- Third, closing the access gap is one of the main reasons more funding is needed in the E-rate program. Without adequate funding the Commission cannot ensure that those schools and libraries that lag behind the capacity goals adopted in July will gain any ground. In fact, without the additional funding, coupled with additional improvements to the program as referenced above, the lack of access cannot be addressed and those libraries and schools will just fall further behind. The Commission, accordingly, must address the clear “funding gap.”

To close the above “gaps” in the program, the Commission will likely need to make some policy changes. In other instances, current rules may simply need to be clarified or enforced. Only if the Commission addresses these gaps simultaneously and immediately through appropriate rulings will the nation’s libraries and schools have the infrastructure they need to fulfill their respective missions and thus ensure that their communities thrive today and for generations to come.

To be clear, the necessary infrastructure of today’s learning environments is the foundation for opportunity. The record at the Commission is replete with examples of what students and community members can accomplish in a well-connected school and library. Those fortunate enough to have such a library or school start out light years ahead of those who do not. The Commission must make a choice: Will it close the capacity gap and ensure opportunity for all or will it allow inequity to continue to grow? Stated more directly, is it time to narrow the digital divide, or should we simply let it continue to widen and leave many communities and their children at a clear disadvantage and on the outside looking in? We think the answer is clear.

In closing, this last phase of the E-rate modernization proceeding is the most critical for the Commission to get right—not just for the nation’s libraries and schools, but for the students, educators, and communities they serve. With the appropriate rulings, the Commission can help guarantee that schools and libraries on tribal lands, in rural America, and in urban centers can provide educational opportunity for students and library patrons, regardless of locale. The Commission took initial steps in the right direction in July, but those steps will be meaningless to so many across the nation unless the Commission takes the appropriate action here. Thus, we urge the Commission to bring its modernization efforts to a successful conclusion through specific actions to close the gaps discussed above.

Respectfully submitted,

The American Library Association
The Association for Rural and Small Libraries
Organizations Concerned about Rural Education
The Public Library Association
The State Educational Technology Directors Association
The Rural School and Community Trust

October 14, 2014
cc: Daniel Alvarez
Rebekah Goodheart
Amy Bender
Nick Degani
Priscilla Delgado Argeris
Jonathan Chambers
Patrick Halley
Trent Harkrader
Lisa Hone
Jon Wilkins
SACRAMENTO PUBLIC LIBRARY has participated in the E-Rate program since 1998.

24% The library pays 24% of the full cost of telecommunication services thanks to the E-Rate program.

$783,264 How much more the library would have to pay for telephone and broadband services each year if there was no E-Rate program.

751 Computers
736,359 Sessions
+500 Wireless users at any given time

Sacramento Public Library has 28 locations throughout the county. Some of the outermost locations cannot attain higher broadband speeds due to lack of fiber optic infrastructure.
Almost thirty percent of Americans have no internet connection at home, and rely heavily on the library for connectivity. Pew Research Center Internet & American Life Project, 2013.

**WHY THE E-RATE PROGRAM IS IMPORTANT**

The E-Rate program provides discounts and reimbursements to assist schools and libraries in the United States to obtain affordable telecommunications and Internet access.

**LIBRARIES**

- $150 /student
- $1.75 /ft²*

Only about a quarter of the total U.S. population is enrolled in educational institutions. The other three quarters do not have access to those Internet and telecommunications resources. 2013 Back to School statistics by the Institute of Educational Sciences.

*current funding for telecommunications

**SCHOOLS**

- 24.8%

**SOME OF THE IMPROVEMENTS** the library has been able to provide thanks to the E-Rate:

- « Due date courtesy reminders
  Refresh network equipment »
- « Expand wireless service
  Purchase online resources »
- « Increase broadband speed
  Reliable network service »

**30%**

Almost thirty percent of Americans have no internet connection at home, and rely heavily on the library for connectivity. Pew Research Center Internet & American Life Project, 2013.

**THESE ARE JUST SOME OF THE THINGS** that community members are able to accomplish thanks to library staff, resources and internet connectivity:

- Complete a GED
- Get homework help
- Apply for a job
- Learn new computer skills
- Apply for college
- Learn a language

**24.8%**

$1.75

$150

~*current funding for telecommunications~

**2013 Back to School statistics by the Institute of Educational Sciences.**
October 16, 2014

TO: PLA Board of Directors

RE: ALA Digital Content Working Group Update

ACTION REQUESTED/INFORMATION/REPORT:
Information/Discussion

ACTION REQUESTED BY:
Carolyn Anthony, Past President
Vailey Oehlke, President Elect

DRAFT OF MOTION:
N/A

BACKGROUND: Attached is a report to ALA Council from the working group for PLA Board discussion.

REPORT TO ALA COUNCIL (ALA CD#30.1) OF THE DIGITAL CONTENT WORKING GROUP (DCWG)
Sari Feldman and Robert Wolven, Co-chairs
2014 ALA Annual Meeting, Las Vegas

Since the 2014 Midwinter Meeting, there have been several promising developments. Simon & Schuster announced that their full catalog of ebooks would be available to all U.S. libraries via three distributors. For more than a year, Simon & Schuster operated a library ebook lending pilot in New York City and some other markets. Also in June, the State of Connecticut announced that a new statewide ebook platform will be developed under the auspices of the Connecticut State Library.

Key activities of the Digital Content Working Group (DCWG) include the June publication of “Digital Discoveries,” a supplement to American Libraries focused on digital content. DCWG also engaged in outreach via presentations and discussions at the Public Library Association National Conference, the State of Connecticut Ebook Workshop, and the Paris Book Fair. A review of library ebook issues was just published as an article in the 2014 Library and Book Trade
Almanac, authored by DCWG member Rob Maier and Nadine Vassallo, a staffer of the Book Industry Study Group.

ALA has made a difference. We know this to be true from our discussions with publishers and others in the publishing ecosystem. This sense is also reflected in the larger community, as suggested in a recent article in Publishers Weekly:

“... the ALA DCWG is now widely regarded as a success. And, given the prominence of digital issues in libraries, it could well be among the most important ventures the ALA has ever launched. But looking back, it all could have been different, if not for a few key strategy decisions, support from ALA leaders—and a whole lot of patience.”


A TIME OF TRANSITION

We have served as co-chairs of the DCWG since its inception three years ago. We appreciate the privilege of serving ALA and U.S. libraries in this way, but we felt it was time for new leadership to take charge. Thus, this will be our last report as co-chairs of the DCWG.

ALA President-elect Courtney Young appointed current DCWG member Erika Linke (Associate Dean of Libraries, Carnegie Mellon University) and PLA President Carolyn Anthony (Director, Skokie (Illinois) Public Library) as incoming DCWG co-chairs. We are pleased (and relieved!) that DCWG will be led by these strong co-chairs to complement the excellent work of the ALA staff. The new roster for the 2014-2016 DCWG will be in place soon.

The DCWG will continue to focus on the library ebook issue as many challenges (especially high prices) remain. Additionally, the group’s other priorities will center around digital preservation and media beyond ebooks. The particular priorities are being formulated at this meeting and in several weeks after the conference.

We appreciate the continuing strong support of ALA leadership and the membership at large.
October 2014

TO: PLA Board of Directors

RE: ALA OITP Policy Revolution! Update

ACTION REQUESTED/INFORMATION/REPORT:

Information/Discussion

ACTION REQUESTED BY:

Vailey Oehlke, President-Elect

DRAFT OF MOTION: N/A

BACKGROUND: This is a copy of an ALA Executive Board document for PLA Board discussion.

ALA EBD #12.13
2013-2014

TO: ALA Executive Board

RE: Policy Revolution! Initiative

ACTION REQUESTED/INFORMATION/REPORT: Information for the Board

ACTION REQUESTED BY:
Alan S. Inouye, Director, ALA Office for Information Technology Policy;
Alan Fishel, Partner, Arent Fox; and
Emily Sheketoff, Executive Director, ALA Washington Office

CONTACT PERSON: Alan S. Inouye, 202-276-6738, ainouye@alawash.org

DRAFT OF MOTION: None

DATE: January 17, 2014

BACKGROUND: Status of the Initiative Attachments:
Status of the Policy Revolution! Initiative (PLA 2015.21A)
STATUS OF THE POLICY REVOLUTION! INITIATIVE
Report to the ALA Executive Board, ALA 2014 Midwinter Meeting, Philadelphia
Alan S. Inouye, Alan Fishel, and Emily Sheketoff

Overview
The goal of the Policy Revolution! Initiative is to increase library visibility and strengthen capacity for sustained action in national public policy. The three-year initiative is supported by a grant from the Bill & Melinda Gates Foundation that was announced in mid-November 2013. The Chief Officers of State Library Agencies (COSLA) is a named partner on the initiative.

Rationale for the Initiative
In a time of dramatic technological advances and increasing competition for the resources of the federal government and national institutions, the U.S. library community needs more proactive policy engagement at the national level. Additionally, library roles and demands are fundamentally evolving, so their national policy needs also require critical review so that libraries may continue to provide effective public access to information for all.

From the public library perspective, there is no new major national policy direction on the horizon (such as we saw recently with the Broadband Technology Opportunities Program), and so this is an especially opportune time to take the initiative. Thus it is timely to take our national policy efforts “to the next level” by exploring new approaches, establishing a proactive action plan, creating new relationships, and building new infrastructure and systems.

The American Library Association (ALA) is well positioned to lead proactive national policy engagement for the library community, led by the Office for Information Technology Policy (OITP). National public policy advocacy needs to reflect ALA overall and so other relevant units of the Association must be consulted and involved as appropriate, with the effort supportive of official ALA policies. Moreover, to be reflective of “the library community,” other key library organizations need to be involved, both for reasons of substance and legitimacy.

Project Components
There are three major components for this project. First, priorities must be established. Beginning with an inventory of the present state, research and analysis will inform the development of a proactive national policy agenda. Specific elements of this agenda of interest to ALA and the Foundation will be identified, and then an action plan will be developed to achieve policy outcomes and increase awareness and understanding of the value of libraries in society and policymaking.

Second, pursuit of the action plan focuses on engaging targeted national decision makers and influencers to advance library policy objectives. We will develop a more robust Beltway strategic communications capability to improve the ability of the ALA Washington Office and
other library policy advocates to persuade targeted stakeholders. This initiative includes increasing ALA’s capacity to carry out this engagement, whether accomplished via in-person meetings, the mass media, or otherwise.

Finally, this project includes upgrading ALA’s policy advocacy practice and capabilities. An important activity under this rubric is training a cadre of library policy advocates to supplement ALA staff capacity. In addition, this proposal includes improvements in our communications infrastructure to support more effective outreach to key decision makers and influencers beyond the library community and other activities aimed towards innovation in national public policy advocacy. We expect additional needed upgrades will emerge as part of the exploratory phase of our grant period and ongoing thinking regarding sustainability. An outside evaluator will be retained to develop a monitoring plan and support learning-oriented evaluation activities that will support strategic planning and resource allocation during and beyond the grant period.

**Key Participants**

Dr. Alan Inouye and Ms. Larra Clark serve as co-principal investigators of the initiative. Alan Fishel, a partner at the D.C.-based law firm Arent Fox, provides strategic advice and capacity. The OITP Advisory Committee provides overall guidance, as it does for all OITP activities.

Several groups are being formed to advance the work of the initiative. The Library Advisory Committee (LAC) will serve as the primary conduit to the U.S. library community at large. The chairs of the ALA OITP Advisory Committee and the ALA Committee on Legislation, as well as the COSLA president are ex-officio members. Jim Neal is the designated liaison from the ALA Executive Board. The LAC will meet for the first time here in Philadelphia. Another major group is the Public Policy Advisory Council, which will be focused on national-level policy and advocacy leaders from outside of the library community.

**Start-up Activities**

As a new initiative, we are in the ramping up phase in terms of putting resources in place and developing background materials. The grant supports a new full-time policy analyst position, and we completed in-person interviews just prior to the Midwinter Meeting. We also are bolstering strategic communications capabilities and are in the process of reviewing alternatives. Environmental scans are in process to provide the foundation for the forthcoming discussions on developing the policy agenda. A proposal from an evaluation firm is also under review.
Trends Report: Snapshots of a Turbulent World

Table of Contents

Executive Summary

Introduction

Looking into an uncertain future
Methodology and structure
Making use of the report

PART I: Network Revolutions and their impact

Network revolutions
Information technology: Fast moving and disruptive
Information institutions: Navigating unsteady ground
Information use and consumption: Driving and opposing forces

PART II: Influential and policy-relevant trends

Overview
Global context: An interconnected world
Environment: The rise of resilience
Demographics: Bigger, older and more diverse
Rising economic inequality
Public sector: Beware budget shortfalls
Education: Self-directed, collaborative and lifelong
Work: New skills, new structures

Endnotes

Appendix 1 – Further reading
Appendix 2 – Diagrams
Executive Summary

“The greatest danger in times of turbulence is not the turbulence; it is to act with yesterday’s logic.” – Peter Drucker

The speed of change related to technology and the linked policy dimensions is breathtaking. Similarly, library roles and demands are evolving, so we must review and realign our national policy priorities so that libraries may continue to provide effective public access to information for all. This is the “charge” of the Policy Revolution! initiative of the American Library Association (ALA) Office for Information Technology Policy (OITP), funded by the Bill & Melinda Gates Foundation. The three-year initiative includes three major components: establishing policy priorities, engaging decision makers and influencers to advance policy goals, and upgrading ALA policy advocacy practice and capabilities for long-term sustainability.

To ground and inform this effort, we undertook a broad-ranging scan of the horizon of emerging trends affecting communities and demanding new policy approaches. Studies, reports, and more substantive articles on major trends relevant were reviewed, categorized and analyzed in early 2014.

Key trends and challenges are presented across a total of ten trend areas. The first three trend areas connect directly with the environment libraries operate in and related shifts:

Information technology: Fast moving and disruptive. Information technology is a driving force of today’s network revolution, impacting the way we access, share and use information, as well as the ways we do business and live our lives. Information technology trends have impacts across many sectors – including libraries, the environment, education, and work. High-profile topics include the mobile internet, cloud computing, the Internet of Things, big data, 3D printing, algorithms, and robotics. Advancements in human computer interaction, new network architectures, and developments in artificial intelligence (AI), as well as security concerns and lobbying efforts have implications for how people will interact with information in the future.

Information institutions: Navigating unsteady ground. Publishing, journalism, television, music, libraries, archives, museums, and other traditional information sectors and institutions are in the midst of a period of disruption (for trends impacting education institutions, see below). As new technologies and new competitors emerge, these players are adapting and transforming in exciting, yet challenging circumstances. Among other things, they must grapple with: shifts in the way we access and interact with information, changing business and revenue models, new competitors, digital piracy and rights management including related implications for user control over media, and a vast increase in the amount of information available – often for free. The lines demarcating the roles of different institutions are blurring. In a digital world, museums, archives and various types of libraries face similar challenges and may benefit from increased collaboration.
Information use and consumption: Driving and opposing forces. Drivers such as new technologies, increasing connectivity, and increasing ownership of mobile devices are pushing Americans towards a world where the virtual and the physical are increasingly integrated. At the same time other trends such as concerns over privacy and security, digital overload and the digital divide are “resisting” this motion. Additionally there is a significant overlap in the use of “old” and “new” media, as well as demographic differences in media use and an increasing fragmentation of the market.

The remaining seven trends consider topics that connect with the services, which libraries offer to communities, or strongly impact the larger context in which they exist, and have policy implications:

Global context: An interconnected world. Global systems, from the economy to the earth’s ecosystem, are increasingly interconnected. This means that trends or events in other parts of the world have an increased potential to impact the United States, including the context in which libraries operate. Global political, social and economic trends promise to offer new opportunities to some, while economic crises, income disparity, and other challenges have the potential to contribute to unrest. At the same time, 1-3 billion citizens, mostly of developing countries, are expected to get online with implications for commerce, education and politics. Global business, finance, work and security are being reshaped by new technologies – ranging from robots and smart machines to big data, and these shifts will impact the American economy and job market. Finally, as many aspects of our lives become increasingly reliant on the internet – ranging from infrastructure operations to environmental monitoring to health care – the state of privacy, cyber security, and freedom of information are rising in significance.

Environment: The rise of resilience. Nations and communities are considering how people may live more sustainably and reverse or minimize environmental degradation where it occurs. Since environmental impacts are felt locally, libraries may play a role in addressing these concerns by serving as public forums for determining community-based solutions, for example, or serving as hubs during disasters. Key trends and challenges include: different groups have different views on how serious environmental issues are and the appropriate policy responses; while the implications of environmental trends are highly significant for all other future trends, the environment is often a “blind spot”; sustainability is becoming increasingly mainstream – but it’s success is not a given; and resilience thinking is on the rise where communities are preparing for the worst, while hoping for the best.

Demographics: Bigger, older and more diverse. The U.S. population is on its way to becoming bigger, older and more diverse. Additionally, changing social mores are leading to increased legal recognition and support of some demographics, such as the LGBT (lesbian, gay, bisexual and transgender) community. Population growth in the South, West and in the suburbs has characterized the past 50 to 100 years, reflecting an overall shift in population from rural to metropolitan (largely suburban) areas. Significantly, there are geographic patterns to immigration, with a high percentage of New Americans heading for
certain states and metropolitan areas. While the dominant trend towards metropolitan living appears poised to continue, environmental and social pressures, as well as opportunities for working online, may lead to a re-appreciation of rural areas and regions of the country that offer assets such as clean air, clean water and abundant food. Since libraries – especially public ones – serve a wide range of people across the country, these bigger picture demographic patterns and their policy implications are significant.

**Rising economic inequality.** The demographics of poverty in the U.S. look somewhat different than in decades past, but poverty persists, particularly among some demographics. Additionally, wealth and income gaps in the U.S. have risen and continue to rise. And, the gaps exist between adults’ literacy, numeracy and digital skills in the U.S. have implications for health and economic wellbeing. The general public, as well as politicians, recognizes that inequality exists, but how big of a problem it is, its causes, and what to do about it are up for debate.

**Public sector: Beware budget shortfalls.** State and local governments are poised to encounter increasing budget shortfalls as pension and healthcare costs rise for retired workers. Fiscal conservatives have gained increasing control at the local and state government level in recent years, which may mean further cuts in public sector jobs, spending cuts more generally, and privatization – including for libraries. As budgets tighten and government services increasingly move online, cost shifting to libraries and other community institutions is likely to continue to occur, as people seek help in accessing information and services.

**Education: Self-directed, collaborative and lifelong.** The education sector is in the midst of an upheaval driven by new information technologies and applications including social media, cloud computing, advanced analytics, flipped classrooms, gaming and gamification, open content and data, online education, and so on. As education becomes more self-directed, collaborative and lifelong, traditional education institutions as-we-know-them, in which school and academic libraries are embedded, will be challenged and changed. More specifically: Educators are moving from assigning to enticing with content, and from acting as content conveyors to becoming content curators; advances in online education are challenging teachers and institutions to simultaneously scale up and expand access to make learning more personalized; a shift is underway from degrees to reputation metrics and from grades to continuous feedback mechanisms; and education is moving out of lecture halls and into collaborative spaces. Education institutions must get better at adopting new technologies, and develop agile approaches to change. Additionally, the education sector faces a number of budgetary and policy-related challenges – some of which may play a role in dampening or accelerating other trends. These include increased testing, assessment and accountability structures; the rise in charter schools and school vouchers for K-12 students; and, at the university level, increasing student debt.

**Work: New skills, new structures:** With information technology advances, the future of work promises to be both more flexible and less secure. Everything that can be routinized, coded and dissected will eventually be done by machines, and those with skills complementary to machine intelligence are likely to thrive. There will be an increase in
temporary, part-time, freelance, and contract work and a decline in “the long job.” Meanwhile, inequalities in pay and geographic disparities in jobs are apparent. Libraries will have opportunities to support workers in this new paradigm and help them build future-ready work skills.

In sum, as libraries move into the future, it is clear that they are not the only sector facing major disruptions and new opportunities. Libraries as we know them are both threatened by these shifts, and have the capabilities to navigate these changes while helping other institutions and the American public transition more smoothly into the 21st century.

The following report is intended to help the library community and our partners better understand these emerging trends and potential implications as a major input to developing a public policy agenda for libraries moving into the future.

[[full draft trends report from 8-19-14 is available at: http://www.districtdispatch.org/2014/08/understanding-turbulent-world-develop-library-policy-agenda/]]
TO: PLA Board of Directors

RE: Public awareness campaigns-background information

ACTION REQUESTED/INFORMATION/REPORT:

Information/Discussion

ACTION REQUESTED BY:

Barb Macikas, PLA Executive Director

DRAFT OF MOTION:

N/A

BACKGROUND:

This report provides the Board with background regarding public awareness campaigns in order to inform discussion and determine next steps for PLA’s initiative.
Overview

The PLA Board, committee chairs and members carefully considered and contributed to the PLA strategic plan approved by the Board in June 2014. At both the Midwinter 2014 strategic planning session with member leaders and the spring 2014 Board meeting, a goal area that resonated especially strongly under “Advocacy and Awareness” was how might PLA help support libraries as their roles continue to change and shift? The Board discussed the idea of hiring outside expertise (and identifying partners) to begin work on a communications strategy to re-position the perception of public libraries.

PLA’s new strategic plan has the goal statement of: PLA plays a major role in public library advocacy and in influencing public perception about the library. The objective under this statement is: Enhance perception of public libraries through a public awareness initiative.

In order to develop strategies and form a plan for next steps to achieve this goal, staff would appreciate guidance related to the objectives, scale and audience for this initiative. I would also appreciate hearing whether a top down public awareness campaign – PLA reaching the public directly – or a bottom up campaign – PLA giving libraries the tools to customize the materials and distribute to their community is envisioned. To inform the discussion, I am providing overviews of a few existing campaigns. Additionally, there may be ways to use the recent Aspen Institute “Dialogue on Public Libraries” report build a campaign.”

Geek the Library

An in-depth overview of the Geek campaign may be found here. From the executive summary of that report:

“In 2005, the library community recognized a troubling, downward public library funding trend occurring across the United States. Overall, funding was not keeping pace with growing circulation and library visits, and increasing demand for resources. Federal and state funding had flattened or declined, and many libraries reported difficulty raising funds from local sources. Other locally funded services also faced economic challenges and competition for local resources.

Many libraries understood the need to put effort into advocacy programs to increase awareness of the issue, but with so many demands on their resources, it was often difficult to create and implement such a program. OCLC developed a theory that a community-centered public awareness campaign—one that uses strategies similar to those of many successful brands and focuses on funding awareness, not usage—could be implemented on a broad scale and make an impact locally. But what groups of people would the campaign need to reach and what would the campaign message include?
With a grant from the Bill & Melinda Gates Foundation, OCLC partnered with Leo Burnett USA and conducted an extensive consumer study in 2007. The goal of the research was twofold: first, to understand the factors that drive, and limit, local library funding support; and second, to ascertain whether a large-scale library support campaign could be effective at increasing and sustaining funding for U.S. public libraries by reaching and influencing the segments of the voting population that have the most potential to become committed library supporters.”

Since that time, additional resources have been used to expand the Geek campaign. Our colleagues at OCLC (thanks to Sharon Streams), provided the attached 4 (brief) documents that provide a snapshot of the program’s impact. See 2015.22 a, b, c, d

**Public Libraries 2020**

Another campaign model to be aware of comes from the European Union, see: Public Libraries 2020. This campaign works to strengthen the support for Europe’s 65,000 public libraries though its website of success stories, resources, newsletters and data.

**Outside the Lines**

*Outside the Lines: Libraries Reintroduced* is an initiative designed by Colorado library marketers and directors that gets libraries “walking the walk” – taking action to show communities how important libraries are and how they’ve changed. It is/was a weeklong celebration (September 14-20, 2014) demonstrating the creativity and innovation happening in libraries. It asks participating libraries to hosting at least one event or campaign that:

1. Gets people thinking – and talking – about libraries in a different way
2. Showcases the library out in the community as well as in the library
3. Highlights how your library is relevant to people’s lives
4. Represents your local community
5. Is active versus passive – gets people engaged
6. Is extraordinary and unexpected
7. Most importantly, is fun!

PLA Board member Pam Sandlian Smith’s library was one of the supporting libraries for the initiative.

**Gale Cengage-My Library Story**

The Gale Cengage company has developed a website to advocate for libraries. From that site:
“Now a part of Cengage Learning, Gale continues to enrich the library environment. We’re committed to partnering with libraries to help them change lives in their communities and to showcase their undeniable value, helping solve real problems for real people. We’ve created an entire community to illustrate the impact libraries have on their communities and our work in helping them become even stronger contributors. We look forward to hearing your library story and invite you to join us in honoring the legacy of Mr. Ruffner, a true library advocate.”

**ALA Campaign for America’s Libraries and ALA I Love Libraries website**

The [ALA Campaign for America’s Libraries](http://www.ala.org) is the American Library Association’s public awareness campaign that promotes the value of libraries and librarians. Thousands of libraries of all types – across the country and around the globe - use the Campaign’s @ your library® brand.

ALA has also created the [I Love Libraries.org](http://www.ilovelibraries.org) site designed to keep America informed about what’s happening in today's libraries, which are found in public, school, academic, corporate and institutional settings.

**Aspen Institute Dialogue on Public Libraries**

On October 14, the Aspen Institute released their report, “**Rising to the Challenge: Re-envisioning Public Libraries**” provides a wealth of strategies and a call to action. Might this serve as a guide to development of a public awareness initiative in collaboration with Aspen?
Geek the Library
Program Overview

Geek\Verb. 1: To love, to enjoy, to celebrate, to have an intense passion for. 2: To express interest in.
3: To possess a large amount of knowledge in. 4: To promote.

What: ‘Geek the Library’ is a community-based public awareness campaign designed to highlight the vital role of public libraries in today’s challenging environment and raise awareness about the critical funding issues public libraries face.

Why: The public library’s role in building strong communities is more important than ever—especially in a tough economy. But as library usage increases, and the pressure to expand services intensifies, many libraries simply don’t have the necessary funding to support the new demand. At the same time, most are experiencing flat or decreasing budgets.

Although millions of Americans enjoy public library resources, and understand the transformational role libraries play for individuals and communities, most people don’t know if their local library is adequately funded or that they have an influential role in how well their library is supported. The campaign is designed to help build public awareness that libraries need community support and adequate funding in order to remain strong.

The public awareness campaign will not support or oppose any candidate for public office, nor attempt to influence legislation.

Get Your Geek On: Visit www.geekthelibrary.org for information about how you and your community can support the public library.

Who: ‘Geek the Library’ is brought to you by OCLC and funded by a grant from the Bill & Melinda Gates Foundation.

OCLC is a nonprofit library cooperative that has provided services to help libraries deliver more to their users for four decades.

The Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In the U.S., it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed.

Where: Get your geek on. Show your support. geekthelibrary.org
Geek the Library: Why it Works

The Geek the Library public awareness campaign does much more than change ‘geek’ to a verb! This campaign helps public libraries start important community-wide funding discussions that impact library support when it counts.

Background
The concept evolved from a theory that a community-centered public awareness campaign—one that uses similar strategies to many ‘super’ brands—could be an effective approach for libraries to make an impact locally. Comprehensive quantitative and qualitative research followed with two goals:

- To understand the factors that both drive, and limit, local library funding support.
- To ascertain whether a national library support campaign could be effective at increasing and sustaining funding for U.S. public libraries by reaching and influencing the segments of the voting population that have the most potential to become committed library supporters.

Like other brands, public libraries are also challenged to create an effective message, identify the appropriate audience, and change perceptions in a way that will impact current and future behavior. The research in *From Awareness to Funding: A study of library support in America* found distinct groups of citizens who held the highest potential to be impacted and deliver improved support, and provided insight into attitudes and marketing triggers. Understanding, leveraging and delivering the appropriate message to these segments is vital.

The research also found that people’s perceptions of the role the library plays in their lives and in their communities are more important determinants of their willingness to increase funding than their age, gender, race, political affiliation, life stage or income level.

These findings provide the foundation for the strategy and the structure of the Geek the Library awareness campaign.

Campaign Goals
Based on the research, the key to increasing awareness about funding support for public libraries is to change the library conversation, and the library perception, from services and information to a discussion about how the library provides transformational opportunities for each resident and the community. (No matter what you geek, the public library supports it all!) To make an impact, library leaders need to ignite a local movement that sparks community-wide interest and participation—and inspires a very personal connection to the library. **Geek the Library delivers!**
The Proof
OCLC conducted a full-scale pilot campaign with a selection of libraries and library systems in Georgia and central Iowa, as well as Milwaukee, Wisconsin; Shelbyville, Indiana; and Zion, Illinois. Campaign efforts launched in summer 2009, and official field support and tracking ended in April 2010. Even with a short time in market and many diverse communities, the Geek the Library campaign was proven as an effective communications concept.

Pilot libraries used the campaign to:

- Elevate the library as a valuable community asset.
- Position the library as transformational.
- Wake latent love for the library that could encourage support when it counts.
- Bring new light to people’s perceptions of the library and librarians.
- Shift public library perceptions.

Additionally:

- The campaign is appealing to the public and makes a strong impression. Consumers noted that it was ‘unique’ and ‘eye-catching.’
- Paid advertising played an important role in building campaign awareness—people noticed the ads, engaged online at geekthelibrary.org and participated at local events.
- The campaign requires resources for both ‘air’ and ‘ground’ campaign activities including advertising, consistent presence at local events and engagement by library champions with influential members of the community, including funding decision makers and library supporters.

Commitment and Return on Investment
Dedicated time and budgetary resources are essential. This is not a typical library campaign—it should be launched and maintained in the community. To build awareness, library staff should spend considerable time at local events and partnering with community organizations, schools, businesses, etc. Additionally, making an impact means ensuring consistent exposure through multiple and diverse touchpoints—including paid advertising such as newspapers and magazines.

There are many free resources! In addition to field support and initial campaign materials, such as posters, stickers and bookmarks, participating libraries receive access to a Campaign Management Center. Using this online resource, library staff can download hundreds of art files and helpful documents, find detailed guidance for every phase of the campaign and share ideas.

It is important to note that the return on investment will not be immediate, but based on all of the data obtained from the pilot campaign—including qualitative and quantitative consumer research—Geek the Library has the potential to increase long-term library funding by positively impacting public perceptions of libraries and library funding.

To download From Awareness to Funding: A study of library support in America, please visit: http://www.oclc.org/reports/funding/
Geek the Library Case Study: Wallkill Public Library

Communicating the Value of the Library

Goals

Talking up the value of the library is nothing new for staff at Wallkill Public Library in Wallkill, New York. However, according to Director Mary Lou Carolan, Geek the Library helped strengthen community engagement efforts.

“Geek the Library resonated so well because it is a progressive awareness campaign that leads up to what we all need to do, which is ask for support,” said Carolan. “You can warm people up, you can take them out to lunch, you can show them the programs, you can show them the smiling faces of the kids, but at some point, you have to say, ‘Look, we really need your support.’”

Carolan ran a lengthy campaign—launching in April 2011 and wrapping up in fall 2012—purposefully building in time for staff and the community to take notice and engage with the campaign. All staff were expected to be part of the effort, but Carolan provided more opportunities to staff willing and interested in gaining new skills.

“It’s important not to just focus on the director, but look at the entire staff and who will be the greatest promoters,” she said.

The Wallkill team concentrated mostly on integrating the campaign into what they were already doing, and making the activities even more impactful. One example is the annual scavenger hunt designed to create interest in downtown businesses. The Geek the Library scavenger hunt featured clues leading patrons to local businesses, and participants received extra points if they asked the store owners what they geeked. Everyone received a prize and was entered into a drawing. The program provided a natural opportunity for Carolan to visit business owners to inform them about the campaign and reintroduce an important partnership opportunity with the library.

“Geek the Library resonated so well because it is a progressive campaign that leads up to what we all need to do, which is ask for support.”

— Mary Lou Carolan, Director

Campaign

The campaign had peaks and valleys in terms of activity, but it culminated in a sponsored event at a local minor league baseball game. Carolan reached out to other libraries in the area to come together as a group—some were also running local
Geek the Library campaigns, but others simply saw the value in spreading a unified message about public libraries. In the end, 19 libraries, two library associations and two library systems joined in to pay, promote and take part in the event.

The event was a huge success, showcasing the campaign and the value of public libraries to over 5,000 baseball fans—many who are not regular library visitors. And the stadium was buzzing about Geek the Library, said Carolan, as the event coordinators did a terrific job of including the name in promotions prior to the event and during the game. The participating libraries provided goody bags with information, hosted tables featuring library technology and started hundreds of conversations about the library. Carolan was even given center stage and addressed the entire stadium!

The experience provided tremendous exposure, but also gave participating libraries a new experience in pooling resources for a bigger, more impactful event. It showed the possibilities, said Carolan, and that area libraries really can come together for the greater good. “It gave us a platform for libraries. It was something we could do and it didn’t create any competition. It was bigger than our individual libraries.”

Outcome

Carolan feels strongly about spending as much time as possible away from her desk and being out in the community building relationships. And, she’s adamant about informing stakeholders about how the library adds value for individuals and the community. Geek the Library was, in her opinion, a perfect package to push out key messages. “Public libraries bring a lot to the table for their local communities. We need to talk about it and be proud of it—we can’t afford not to.”

Geek the Library’s professional materials forced people who may not normally pay attention to look twice, added Carolan. Asking people what they geek, she said, also gave the team new ways to discuss the library’s accomplishments. “If people see what you’re doing and they understand that it impacts the community, whether they use it or not, they will nine times out of 10 support it.”

While partnering with local businesses is always a priority, said Carolan, it’s not always easy. Geek the Library created unique opportunities to get out there and introduce the library—because, she added, if they don’t come to you, you can go to them. Whether it’s asking someone to hang a poster or give them an info sheet about the library, “sometimes you have to physically walk it to the businesses. It takes forever, but it’s so worth it.”

The campaign, she said, is more than just an awareness campaign for the community, it’s an awareness campaign for the library. The program takes libraries through a process—create awareness, generate engagement and encourage action—that can be duplicated again and again, “and it is a reminder that awareness isn’t something that can be created in a day, it’s an ongoing process.”

For more information about Geek the Library, visit Geekthelibrary.org

“Public libraries bring a lot to the table for their local communities. We need to talk about it and be proud of it—we can’t afford not to.”
— Mary Lou Carolan, Director
Geek the Library Program Midterm Outcomes

Participation: The program has enrolled more than 600 library systems representing more than 1,000 locations since 2012. Forty-eight U.S. states have libraries that are active in the campaign; 12 states have more than 20 participating systems, including active statewide initiatives in Tennessee and Michigan which together brought >250 library systems into the campaign. Nearly two-thirds of the participating libraries are small (24%) or very small (41%); 24% are medium-sized. Thirty-six percent are in rural locales; 30% in towns; 23% in suburban locations. The enrollment phase of the program ended in June 2014, and all program activities will conclude in June 2015.

Evaluation Results: Data Collection conducted July-August 2014

Methodology: Selected sample of libraries who had completed their Geek campaigns

- Pre and post-survey of primary contact at library
- Post-surveys of other participating library staff
- Focus group interview
Ways that libraries engaged community members in the Geek the Library campaign, from most used to least used:

- Social/online media, esp. Facebook (100% used)
- Local media
- Organized and hosted campaign events at the library and in the community
- Participated in community events, e.g. fairs, parades
- Posters
- Reached out to/partnered with business groups, schools and civic groups
- Reached out to political leaders, esp. mayors
- Created/shared materials specifically about library funding and library funding challenges (25% used)

Outcome 1: Increased advocacy capacity and activities in participating libraries

- Two-thirds of primary contacts reported improved marketing skills, nearly half improved advocacy skills
- Post-campaign, primary contacts report increased engagement in activities that build support for the library, maintain positive public relations with all stakeholders and form strategic partnerships
- Post-campaign, primary contacts and staff reported more frequently, more skillfully and more confidently engaging in advocacy, PR and partnership development activities and that they plan to apply new skills in future work

Top takeaways for participating libraries:

- Value in thinking “outside the box,” and “shifting the focus” of library PR and communications activities
- Importance of being visible and central in the community
- How to word PR and communications materials
- More consistent and stronger messages
- How to talk about library funding

Outcome 2: Increased public support for libraries

- Primary contacts reported increased public awareness re: the value of the library; three-quarters of staff reported an increased positive profile for the library and increased perceptions of the library as a central asset for the community
- Two-thirds of staff reported increased public understanding re: how the library is funded and most primary contacts reported increased understanding among community members of their role in library funding
- Change in awareness about the library’s value and public’s role in library funding was seen as strongest among business groups; also evidence of positive changes among schools and local elected officials - especially mayors.
- Most primary contacts and staff reported strengthened existing connections with community groups and leaders, and more new connections with community groups and leaders
• Most indicated *more new champions*, and vast majority felt that it was likely or very likely that champions would continue to take action on behalf of the library in the future

• Staff were about twice as likely to have observed/heard community members showing *support for the library generally* than *support for library funding specifically*

**Evidence of the community’s increased sense of value and support for the library:**

• Increased social media and library website activity
• Increased public comments, greater community pride
• Increased library usage
• Library invited to be part of community events
• New/stronger connections reported with business associations, schools, civic groups (Rotary, Lions) and interest groups or clubs, mayors, local philanthropies
• No strong opposition to public petitions for library funding
• 80% reported increased patronage
• 50% reported they were able to attract more younger patrons, esp. teens

**Examples of actions taken by partners/champions**

• People spoke out re: local petition about library funding
• School superintendent spoke on behalf of library support
• Photographer donated time to do Geek photos
• Teens spoke to community leaders re: the library
• Patrons participated in community events, and were ambassadors on behalf of the library