

May 25, 2021 Library Board Meeting

Enclosed:

- ❖ Agenda
- ❖ Public Postings for Library Board
- ❖ Draft Minutes of the April 27, 2021 meeting – *Agenda Item 3*
- ❖ Gift Fund Claims April/May 2021, Consent Calendar – *Agenda Item 4a*
-Gift Fund Expenditures Report FY2021, dated 5/19/21
- ❖ Budget Summary/Budget Performance, 4/30/2021 – *Agenda Item 5a*
- ❖ A Library Board’s Practical Guide to Strategic Planning – *Agenda Item 6*
- ❖ Schedule of Board meeting dates, times and locations – *Agenda Item 7*
- ❖ Quotes for book lockers – *Agenda Item 8*
- ❖ Grant applications – *Agenda Item 9*
- ❖ Confidentiality of Library Records Policy – *Agenda Item 10a*
- ❖ Reading History Retention Policy – *Agenda Item 10b*
- ❖ Unattended Children Policy – *Agenda Item 10c*
- ❖ Work Week & Holidays Policy – *Agenda Item 10d*
- ❖ Weeding Policy – *Agenda Item 10e*
- ❖ Director’s Monthly Report - *Agenda Item 12*
- ❖ Statistical Reports year to date for fiscal years 19-20 and 20-21 – *Agenda Item 12*
- ❖ 2021 State of America’s Libraries Special Report: COVID-19

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Minden, NV 89423
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Douglas County Public Library Board of Trustees Meeting Notice and Agenda

May 19, 2021

The Douglas County Public Library Board of Trustees will meet at 10:00 a.m. on Tuesday, May 25, 2021 in the Meeting Room of the Minden Library, 1625 Library Lane, Minden, NV. The meeting will be in-person and will not be simultaneously streamed via YouTube or Zoom®. Below is an agenda of all items scheduled for consideration.

Agenda

The Library Board encourages the respectful consideration of all views by members of the public. In order to ensure that every individual desiring to speak before the Library Board has the opportunity to express his or her opinion, it is requested that the audience refrain from disruptive behavior that may interrupt, interfere or prevent the speaker from commenting on items that are for possible action by the Library Board.

1. **Public comments. [No Action]**

At this time, public comment will be taken on those items that are within the jurisdiction and control of the Library Board of Trustees. Public comment will not be taken on agenda discussion items because a public hearing is not legally required.

Public Comment is limited to five (5) minutes per speaker. No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.

If members of the public wish to comment on a specific agenda item scheduled for action, please make comments when the Library Board of Trustees considers that item and the item is opened for public comment.

2. **For possible action.** Discussion on approval of the agenda. The Library Board of Trustees reserves the right to take items in a different order to accomplish business in the most efficient manner, to combine two or more agenda items for consideration, and to remove items from the agenda or delay discussion relating to items on the agenda.
3. **For Possible Action.** Discussion on approval of the minutes of the April 27, 2021 regular meeting.

4. **Consent Calendar.**
Items appearing on the Consent Calendar are items that can be adopted with one motion unless pulled by a Trustee wishing to have an item or items further discussed. When items are pulled for discussion, they will be automatically placed as the next item for discussion or may be continued until another meeting.
 - a. For possible action. Approval of Gift fund claims
 - i. April 2021
 - ii. May 2021
5. For Possible Action. Discussion and review of Budget Performance Report summary and Gift Fund summary.
 - a. 4/30/2021
6. For Possible Action. Discussion and possible action on the Library's Long Range Plan. Discussion topics may include objectives of the planning process and next steps in the development of the plan.
7. For Possible Action. Discussion and possible action to adopt schedule of Board meeting dates, times and locations for July-November, 2021.
8. For Possible Action. Discussion and possible action on the proposed purchase of remote Book Locker(s) to provide better service and more options for the public to pick up library materials on hold. Discussion may include potential location(s) for Book Locker(s), and selection of a vendor.
9. For Possible Action. Discussion and possible action to approve grant applications for the following:
 - a. LSTA (Library Services and Technology Act) Evolving Needs Statewide Grant (State Library) for \$9,000
 - b. ALA COVID Library Relief Grant (American Library Assoc.) for \$40,000
10. For Possible Action. Discussion and possible approval, or approval with modifications, of revisions to update the Library policies or new policies, as listed below. Policy revisions are needed to accurately reflect current technology, facilities, and professional practices. The following policies will be reviewed and discussed:
 - a. Confidentiality of Library Records Policy
 - b. Reading History Retention Policy
 - c. Unattended Children Policy
 - d. Work Week & Holidays Policy
 - e. Weeding Policy
11. For Possible Action. Discussion and possible action on organizing a tour of the Minden Library for members of the Douglas County Board of County Commissioners.
12. For Discussion Only. Library Director's monthly report on library operations and statistical reports from staff.

13. Closing public comments.

At this time, public comment will be taken on those items that are within the jurisdiction and control of the Library Board of Trustees or those agenda items where public comment has not already been taken.

14. For possible action. Adjournment.

According to the provisions of NRS 241, this notice and agenda has been posted at or before 9:00 a.m. on the third working day before the meeting at the following locations:

Douglas County Library, Minden branch
Douglas County Historic Courthouse
Minden Post Office
Minden Inn
<http://douglascountynv.igm2.com/>
<https://notice.nv.gov>

Supporting material for the meeting is available at the Minden Library, 1625 Library Lane, Minden, NV. A request for copies of the supporting materials may be directed to:

Veronica Hallam, Administrative Services Manager
Douglas County Public Library
1625 Library Lane, Minden, NV 89423
775-782-9841
vhallam@douglas.lib.nv.us

Reasonable efforts will be made to assist and accommodate members of the public who are disabled and wish to attend the meeting. Please contact Veronica Hallam at 782-9841 before May 25, 2021 for arrangements.

DOUGLAS COUNTY PUBLIC LIBRARY BOARD OF TRUSTEES

A quorum or greater number of Library Board Trustees may be gathering at any or all of the following organizations' meetings during the month of June. At these meetings the Library Board of Trustees is in attendance to observe the proceedings of the organization and to participate in discussions to the extent allowed by the organization.

These organizations may not have posted a formal agenda for their meetings. The Library Board of Trustees present at the meeting will take no action relevant to the Douglas County Public Library.

Friends of the Library	6/14/21	4:00 PM	Minden Library
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**Meeting dates, times and locations are subject to change.*

UNAPPROVED
LIBRARY BOARD OF TRUSTEES
April 27, 2021

ATTENDEES

Library Board Members: Chairperson Bonnie Rogers; Vice Chairperson Heather Martin Maier; Trustees Jill Harper, Kate Garrahan, Elizabeth Tattersall

Library Staff: Library Director Amy Dodson; Library Supervisor Julia Brown; Administrative Services Manager Veronica Hallam, Clerk to the Board

County Staff: Deputy District Attorney Cynthea Gregory

Absent: Library Supervisor Laura Treinen

THE MEETING CONVENED AT 11:06 A.M.

1. PUBLIC COMMENTS.

Chairperson Bonnie Rogers asked Veronica Hallam if there was public comment. Veronica stated that there was no public comment.

Trustee Elizabeth Tattersall requested to make public comment. She stated that the board and the director need to plan an event where the county commissioners come to the library to learn what they do here. She asked that it be put on the May agenda.

There being no further public comment, public comment was closed.

2. APPROVAL OF PROPOSED AGENDA.

MOTION/VOTE:

Trustee Jill Harper made a motion to approve the agenda as presented. Trustee Tattersall made a second and the motion carried unanimously with a 5-0 vote.

3. APPROVAL OF THE MINUTES OF THE MARCH 24, 2021 REGULAR MEETING.

Trustee Tattersall noted that the time the meeting adjourned was incorrect.

MOTION/VOTE:

Trustee Kate Garrahan made a motion to approve the March 24, 2021 minutes as amended. Trustee Harper made a second and the motion carried unanimously with a 5-0 vote.

4. CONSENT CALENDAR.

a. Approval of Gift fund claims

- i. March 2021
- ii. April 2021

*Center Point	Donated funds in memory of Helen Ruso – large print books	03664	\$ 90.73
*OverDrive	Friends donated funds for Ebooks and Eaudio books	03665	\$ 2,245.97
*Baker & Taylor	Friends donated funds – book group	03667	\$ 415.92
Petty Cash	ERC – staff birthdays	03683	\$ 8.98
*Baker & Taylor	Friends donated funds for China Spring	03685	\$ 31.72

*Funding/partial funding by Friends of the Library

MOTION/VOTE:

Trustee Garrahan made a motion to approve the consent calendar. Trustee Harper made a second and the motion carried unanimously with a 5-0 vote.

5. DISCUSSION AND REVIEW OF BUDGET PERFORMANCE REPORT SUMMARY AND GIFT FUND SUMMARY. [Discussion]

a. 3/31/2021

Director Dodson noted that the library is ahead in Salaries and Benefits and there are only two months left in the fiscal year. Services and Supplies are at 96% but that is from encumbrances that have not been cleared out yet as was discussed last month. She stated that if next month the library still sees a shortfall she will talk with Finance to see how that can be rectified. CFO Willoughby said that sales tax is performing better than expected so there are existing funds and if the library needs those funds Director Dodson will ask for an augmentation to receive those funds to balance out Services and Supplies but there may be a way to balance without asking for anything additional. She noted that tax revenue is doing well and that this is all based on projected revenue and not actual revenue. Trustee Garrahan asked under Services and Supplies what are the amendments and Director Dodson answered those are for any grant funds that come in, reimbursements received and that she is still not clear when the library will receive the COVID reimbursement. Chairperson Rogers noted that she is concerned about the Service and Supplies budget because it is the library’s responsibility to balance and not ask for more funds and Director Dodson stated that it’s not really asking for more it’s asking for actuals to be realized and that this is based on projected revenue which is a lot lower than actual revenue. Chairperson Rogers commented that this budget is based on the budget that was approved at the end of the year and the library needs to balance out.

There was no further discussion.

MOTION/VOTE:

Based on the motion from agenda item 7 to go back to this agenda item for approval, Trustee Garrahan made a motion to use the gift fund to pay the five year plan for the Barracuda software and maintenance. Trustee Harper made a second and the motion carried unanimously with a 5-0 vote.

6. DISCUSSION AND POSSIBLE ACTION ON THE LIBRARY'S LONG RANGE PLAN. DISCUSSION TOPICS MAY INCLUDE A TIMELINE FOR CREATING THE NEW LONG RANGE PLAN, NEXT STEPS IN THE DEVELOPMENT OF THE PLAN, AND ASSISTANCE FROM THE NV STATE LIBRARY AND ARCHIVES. [Action]

Director Dodson stated that she met with the State Library Consultant, Norma Fowler who also coordinates board training. She also met with Deputy State Librarian, Denise Frolich and spoke with both in depth about the library's long range plan and what the board hopes to get out of it. They made a lot of great suggestions and together they devised a timeline that was included in the packets. She noted in May the board will start internal planning which means the board needs to decide what they want to get out of the strategic plan and determine the purpose of the strategic planning process. Next is reviewing the library's mission statement which has been updated so the board has something to work with as well as the vision statement and the key indicators. She noted that the two people she spoke with at the state library will be helping with the internal planning. In June the board will start the internal review which involves staffing review, identifying demographics and the community groups as well as the SWOT analysis which stands for strengths, weaknesses, opportunities and threats. The state library will help with the SWOT analysis and help develop questions that the board wants to ask the community. They asked if the board would like this done during regular board meetings or have special meetings or workshops just for the strategic planning. The board will discuss. In July through September begins the listening tour which is when the board interacts with the public and gets their feedback on library services. She stated that in October through to December is when the board will start building the plan based on all the feedback which the state library will help with and in January present the final plan to the library board. She noted that this timeline is a proposed timeline that the state library thought was a little tight but realistic. Chairperson Rogers commented that she would like someone from the outside help with the SWOT analysis and Director Dodson stated that the state library will help. Vice Chairperson Heather Martin Maier stated the SWOT analysis should be done twice; once before the listening tour where the board discusses strengths and weaknesses and again after the listening tour where the board can review the feedback from the community and what they have determined the library's strengths and weaknesses to be. Chairperson Rogers stated that October through December to build and write the long range plan wasn't a lot of time and Trustee Garrahan suggested to move the presenting of the plan in January 2022 to March 2022 so the board has more time to prepare the final plan with a draft of the plan completed by February. Trustee Garrahan stated that the board should have a special meeting with the state library in June so they can help with the SWOT analysis and the internal review and meet with them again at a special meeting in January to go over all the data with the board. Deputy District Attorney Cynthia Gregory explained to the board that special meetings still have to abide by the open meeting law requirements. The days of the special meetings with the state library was determined to be held Tuesday, June 8th at 2:30 pm and Chairperson Rogers suggested to have a special meeting with just the board in May to discuss the previous plan, the vision statement and performance indicators. It was determined Thursday, May 6th at 9:00 am this meeting would be held. Director Dodson reiterated that at the May 6th meeting the only topic of discussion is the internal planning portion of the strategic plan, discuss the board's desired outcomes of the strategic planning process, review the mission statement and talk about a vision statement.

MOTION/VOTE:

Trustee Garrahan made the motion to approve the timeline with the amendments. Chairperson Rogers made a second. There being no further discussion the motion carried unanimously with a 5-0 vote.

7. DISCUSSION AND POSSIBLE ACTION ON THE FY20-21 ADJUSTED OPENING FUND BALANCE AND DISTRIBUTION OF FUNDS. [Action]

Director Dodson noted that this was something the board had voted on in the past but that before the commissioners meeting the commissioners were concerned because they were given a spreadsheet that included the book lockers which the board voted to put on hold. CFO Willoughby asked that the board vote on this again to solidify the board's plans and make it clear what the board wants to do with this money. Director Dodson added an item to the list of what was discussed in the past to this fund which is a total of \$338,094. She noted that the bulk of this fund the board would like to save for future projects and spend on items identified that were discussed at previous meetings. She stated that the item she added to this list is an email server. She explained that the library is required by law to archive emails for five years because the library is a public entity. Without the library's knowledge the previous IT service company the library worked with, JFG, outsourced and contracted this process to another company. She noted that when the library discontinued service with JFG the contract they entered into with this company expired and now the library needs to find a company that will archive the emails. The board were given two quotes in their packets and Amy explained what each quote means. She noted that the library can use the funds from the Adjusted Opening Fund Balance for the hardware because it is a one-time purchase but cannot use those funds for the software or the extended warranty. She stated that the board needs to decide if the library would pay for the hardware out of the Opening Fund Balance and if so what the board wants the library's licensing to look like for the software. She recommended the first quote. Chairperson Rogers asked that for those emails that were dropped by the previous company how does the library get those back. Director Dodson called in the library's IT Coordinator Larry Wilson to come in to explain to the board what happened with the previous company who was archiving the library's emails and how the archive email Barracuda server works. He noted that there are two fees; one is the server that runs the appliance that sorts all the emails and the other is what is called an overnight replacement of the device which is the extended warranty. He stated that the library doesn't need to have this extended warranty but he highly recommends it. Chairperson Rogers commented that the library would have to take \$2,700 out of the budget every year with this service and asked which line item the library would take this from. Director Dodson stated that the library could take it out of any budget line but if the library takes it out of computer systems and if there is any shortfall the library can make up with travel, membership or training and education. The library can also take it from circulation supplies or the gift fund which is a good option if the library doesn't take it from any of the other budget lines. The server itself of \$5,000 can be paid out of the Adjusted Opening Fund Balance. She explained that the items the board discussed in the past for the Adjusted Opening Fund Balance were the small equipment and furniture for \$10,000, circulating technology for \$1,000, extra material for China Spring for \$2,000 and the investigation for \$12,000.

MOTION/VOTE:

Chairperson Rogers asked if there was a motion to pay for the hardware out of the carry over funds. Trustee Garrahan made a motion to approve. Trustee Tattersall made a second and the motion carried unanimously with a 5-0 vote.

Trustee Garrahan made a motion to pay the \$2,672.52 for the software and maintenance on an annual bases out of the gift fund. Chairperson Rogers made a second.

There was some confusion about how to buy the software and Larry explained that the library can buy the software warranty three different ways; 1 year, 3 years or 5 years. There is really no difference except for the discount the library will get if the library buys the 3 year warranty but a bigger discount for the 5 year warranty.

Trustee Garrahan made a motion that the board go back to agenda item 5 to discuss putting the five year plan in the gift fund. Trustee Harper made a second and the motion carried unanimously with a 5-0 vote.

8. DISCUSSION AND POSSIBLE ACTION REGARDING COVID-19 REOPENING PLANS, INCLUDING A DISCUSSION OF PROGRESS AND PREPARATIONS TO RETURN TO FULL HOURS OF OPERATION AT THE MINDEN LIBRARY AND FOR THE BOOKMOBILE SCHEDULE. [Action]

MOTION/VOTE:

Chairperson Rogers made a motion to approve the reopening plan with the removal of the sentence that reads, "Working from home will be determined on a case-by-case basis, compliant with Douglas County policies and procedures." Trustee Garrahan made a second. Chairperson Rogers asked for discussion.

Director Dodson noted that part of this agenda item is the draft for the bookmobile schedule and a calendar of children and teen events coming up. It's nothing the board needs to approve. Amy stepped out to get the bookmobile coordinator to report to the board what is in the works for the bookmobile. Referring to the calendar of events that was included in the packets, Library Supervisor Julia Brown informed the board of the children and teen events and programs coming in the summer and the schedule for storytime in the park with the bookmobile. Director Dodson indicated that having the bookmobile at the park during storytime is not just convenient its visibility and people will benefit from having the bookmobile there. Chairperson Rogers asked why the bookmobile isn't going to other areas in the county where the library could have that visibility and not just in areas a short distance away from the library. The commissioners gave indications of where they think the bookmobile should go. Trustee Garrahan suggested to have the bookmobile at Topaz when the kids get off from school so they can visit the bookmobile down there. Chairperson Rogers asked that the library reconsider the locations of the bookmobile and rather than have it in one location every Thursday divide it so it's in another location on a Thursday, this way the bookmobile can visit more places within the county as the commissioners had indicated. Trustee Garrahan agreed that the library needs to offer bookmobile services in the farther locations especially for the kids. At this time Amy introduced Karen Myers who is the bookmobile technician to the board. She discussed with the board what came before this draft bookmobile schedule that was included in the packets as well as what she is working on now. She indicated that she is using the past bookmobile schedule and building on that, basically reinventing the wheel. The library's goal with the bookmobile is to get maximum exposure with the most amount of patrons and circulation by getting the books in their hands. Director Dodson reminded the board the schedule they have now is just a draft. The library continues to work on the schedule, there are plans in place and other locations will be added. Chairperson Rogers stated that the board should get some more information before the schedule is publicized. The trustees gave some suggestions of where they think would be good locations for the bookmobile for that exposure.

Trustee Tattersall asked that in terms of staffing what are the limits on how much the bookmobile can be out in the community in a week and Director Dodson answered that when the library first started running the bookmobile there was a staff member driving and a volunteer helping and right now volunteers need to be recertified so there is two staff members that go and that does limit the library's ability to go to more places. She noted that once the volunteers get recertified the bookmobile will be able to go to more locations and stay longer at those locations. At this time Amy explained the new volunteer policy by the county. Deputy District Attorney Gregory explained that this new policy was put in place through Human Resources and Risk Management because volunteers are a liability to the county and the county doesn't always know what is in the background of the person volunteering especially the library because the library works with two very vulnerable groups. If the background check is done every five years as opposed to once every year, offenses may not be caught. It's for safety purposes.

Chairperson Rogers asked if all were in favor of the reopening plan with the revisions. All were in favor and the motion carried unanimously with a 5-0 vote.

9. DISCUSSION AND POSSIBLE ACTION ON ESTABLISHING A NOTIFICATION PROCESS TO ADVISE THE LIBRARY TRUSTEES OF LIBRARY-RELATED ITEMS PLACED ON THE DOUGLAS COUNTY BOARD OF COUNTY COMMISSIONERS' MEETING AGENDA, INCLUDING PROVIDING COPIES OF RELATED BACK-UP MATERIALS. [Action]

Chairperson Rogers asked that this be on the agenda because there was an item on the commissioners February agenda for the approval of the opening fund balance and included the \$55,000 which would go toward the book lockers and \$10,000 for small equipment. She noted that she had received calls from the community asking how this item is on the agenda for the commissioners meeting when the board voted to not purchase the book lockers. She was able to straighten things out with the county manager and the item was removed from the agenda. She noted that the board shouldn't have to go through the commissioners' agenda to find out if there is library related items on their agenda. When Amy sends an item to the county that has to go to the county commissioners for approval it should also go to the library board so they are informed that this item will be on the agenda for the commissioners meeting. The board should also know when a request form is submitted to make changes to any items before it is approved by the commissioners. Director Dodson explained that the form she submitted was for the Adjusted Opening Fund Balance and after the library board met she had to submit a new form to the county so that they knew the change was made and somehow that did not make it to the agenda and the previous form was used that was incorrect. Trustee Garrahan agreed that if the board had seen the one form that was resubmitted they could have explained to the public that an error was made on the county's part. Chairperson Rogers noted that the board approved the funds but did not approve the purchase of the book lockers, therefore it should not have been on the commissioners' agenda and Amy should have informed the board that she resubmitted to have that item removed.

MOTION/VOTE:

Chairperson Rogers made a motion to establish this as policy that if a library item is going to the board of commissioners for approval the director informs the board of trustees and gives copies of the material that is going to be on that agenda.

Trustee Garrahan explained that if this policy was in place Amy would have sent the trustees the first submittal that ended up in the commissioners packets and then she would have sent the trustees the resubmittal with the changes.

Trustee Harper made a second. There being no further discussion the motion carried unanimously with a 5-0 vote.

10. DISCUSSION AND POSSIBLE APPROVAL, OR APPROVAL WITH MODIFICATIONS, OF REVISIONS TO UPDATE THE LIBRARY POLICIES OR NEW POLICIES, AS LISTED BELOW. POLICY REVISIONS ARE NEEDED TO ACCURATELY REFLECT CURRENT TECHNOLOGY, FACILITIES, AND PROFESSIONAL PRACTICES. THE FOLLOWING POLICIES MAY BE DISCUSSED: [Action]

a. Confidentiality of Library Records Policy (first reading)

Director Dodson stated that this is an important policy and she made some significant changes. She discussed these changes with the board. She noted that it is very important that library records remain confidential. It is something that staff and volunteers are held to. She stated that it is very important that the library abide by this policy and that it is something she talks to staff with frequently. She explained that every item that is checked out is confidential. Even a visit to the library is confidential. She stated that she can only release confidential information with a court order, subpoena or search warrant which is included in the policy. There were a few errors noted and Amy will make those corrections to bring back to the next board meeting.

MOTION/VOTE:

Trustee Garrahan moved to approve the Confidentiality of Library Records Policy with corrections. Trustee Harper made a second. There being no further discussion the motion carried unanimously with a 5-0 vote.

b. Reading History Retention Policy (first reading)

Director Dodson noted that the library doesn't keep a reading history on record except for Homebound patrons who request the library keep a record of their reading history. The library has them sign a waiver and the library will keep track of what they read in written record. Homebound patrons ask to read a particular author or genre and not a particular book. Every other patron the library does not monitor what he/she reads just a record of what the patron is currently reading. The trustees suggested some changes and to exclude "first reading" on future agendas when reviewing policies to avoid having to bring back and vote twice. Amy will make the changes and bring back to the board at the next meeting.

NOTE: Trustee Harper stepped out of the room before the vote and returned after the vote.

MOTION/VOTE:

Trustee Garrahan made a motion to approve the Reading History Retention Policy with the corrections. Chairperson Rogers made a second and the motion carried with a 4-0 vote.

c. Unattended Children Policy (first reading)

Director Dodson noted that not a lot of changes were made to this policy except for the addition of “parent, guardian” with caregiver and removing the age limit for the babysitter or caregiver. She stated that it is not up to her to determine the appropriate age to babysit a child, that it is the parent or guardian who determines the age of the person caring for or babysitting his/her child. She added that children 10 and up do not need to be supervised. If a child is misbehaving library staff will try and locate the child’s caregiver and ask him/her to correct the child’s behavior but if it’s something minor the child is doing staff will address the child and gently ask them to stop. The trustees suggested some changes to the wording and Amy will make those changes and bring back to the board at the next meeting.

MOTION/VOTE:

Trustee Harper made a motion to approve the Unattended Children Policy with the corrections. Trustee Martin Maier made a second and the motion carried unanimously with a 5-0 vote.

d. Work Week & Holidays Policy (first reading)

Director Dodson stated that every year in November the library board approves the holidays for the following year. There are holidays set by the county and the federal government and the library abides by those holidays, however if the library closes on a day that is not a county holiday or if the library closes early on a day that is not a county holiday staff have many options. They can use leave time, stay and work at the library when it is closed or they can make up the time on a day that falls in the same pay period. This way staff is not violating the employee agreement with DCEA. Director Dodson gave an example. If the 4th of July fell on a Saturday the county will be closed on that Friday the 3rd. But since the library is open on Saturday, the library based on this policy would be closed on Friday and Saturday and staff has the options stated above. She asked the board if they wanted to make closing the library at 2:00 pm on the eve of a holiday a permanent part of this policy and they agreed yes. Some suggestions for changes were made by the trustees and Amy noted this and will bring back this policy with the changes to the board at the next meeting.

MOTION/VOTE:

Trustee Garrahan made a motion to approve the Work Week & Holidays Policy with the changes. Trustee Harper made a second and the motion carried unanimously with a 5-0 vote.

11. DISCUSSION AND POSSIBLE ACTION ON INCLUDING LINKS TO MEDIA ARTICLES AND ANNOUNCEMENTS THAT MENTION OR FEATURE THE DOUGLAS COUNTY PUBLIC LIBRARY. [Action]

Trustee Garrahan explained to the board that in the past newspaper articles that mentioned the library were included in the packet. She noted that since that is no longer done the board should still be aware of any articles or announcements that feature the library and thought the best way to do this was to provide the board with links to those media sites. It can be part of the packet or Amy’s monthly report. It was concluded that it would be part of the director’s monthly report.

MOTION/VOTE:

Trustee Garrahan made a motion to include links to featured articles or announcements on the director's monthly report. Chairperson Rogers made a second and the vote carried unanimously with a 5-0 vote.

12. LIBRARY DIRECTOR'S MONTHLY REPORT ON LIBRARY OPERATIONS AND STATISTICAL REPORTS FROM STAFF. [Discussion]

The monthly report and statistical reports are attached and made a part of these minutes.

13. CLOSING PUBLIC COMMENTS.

Chairperson Rogers asked for public comment. Veronica stated that no public comment had been received.

There being no public comment, public comment was closed.

THE MEETING ADJOURNED AT 1:06 P.M.

Lib. Board of Trustees Mtg 5/25/21
Consent Calendar
Agenda Item 4a

Gift Fund Claims
April / May 2021

*Overdrive	Friends donated funds for Ebooks and Eaudio books	03701	\$ 119.99
*Center Point Large Print	Donated funds in memory of Helen Ruso – large print books	03706	\$ 61.47
*Petty Cash	Items for Children's Storytime; ERC staff birthday	03711	\$ 20.50

*Funding/partial funding by Friends of the Library

GIFT FUND EXPENDITURES REPORT FY 20-21

5/19/2021

Vendor	Date	Programs	Library Materials	All Others	Notes
OverDrive	11/12/2020		55.00		Friends of the Library grant funds - ebooks
Midwest Tape	11/12/2020		2,894.02		Friends of the Library grant funds - online digital services
Petty Cash	11/19/2020			89.28	\$13.98, \$19.78, \$27.82, \$27.72 ERC items for staff birthdays
OverDrive	11/28/2020		1,078.83		Friends of the Library grant funds- ebooks
Center Point Large Print	12/5/2020		23.25		Friends Helen Jean Raso Gift- books
OverDrive	12/5/2020		100.50		Friends of the Library grant funds- ebooks
OverDrive	12/31/2020		773.84		Friends of the Library grant funds - ebooks
Midwest Tape	12/31/2020		525.66		Friends of the Library grant funds - dvd binge boxes
Midwest Tape	1/14/2021		217.46		Friends of the Library grant funds - dvd binge boxes
OverDrive	1/28/2021		103.00		Friends of the Library grant funds - ebooks & eaudio books
Center Point Large Print	2/9/2021		158.21		Library materials purchased with donated funds- Helen Raso Memorial
Baker & Taylor	2/9/2021		1,123.20		Library materials for China Springs- Friends
Petty Cash	2/25/2021			36.98	\$7.99, \$12.98, \$15.99 ERC items for staff birthdays
CSLP	2/26/2021			122.00	Staff tshirts for summer reading program 2021
Baker & Taylor	3/10/2021		342.21		Library materials for china springs and bookgroup - friends
Center Point Large Print	3/10/2021		22.50		Library materials purchased with donated funds- Helen Raso Memorial
Center Point Large Print	3/26/2021		90.73		Library materials purchased with donated funds- Helen Raso Memorial
OverDrive	3/26/2021		2,245.97		Friends gift covid relief for ebooks & eaudio books
Baker & Taylor	3/27/2021		415.92		Book club books purchased with donated funds- friends
Petty Cash	4/9/2021			8.98	ERC items for staff birthday
Baker & Taylor	4/10/2021		31.72		Library materials for China Springs - Friends
OverDrive	4/22/2021		118.99		Library materials purchased with donated funds- Friends (17.99; 102.00)
Center Point Large Print	4/29/2021		61.47		Library materials purchased with donated funds- Helen Raso Memorial
Petty Cash	5/4/2021	13.00		7.50	\$13 for Children's Story Time program - Friends ; \$7.50 ERC
					Grand Total:
TOTALS		216.30	10,383.48	264.72	\$10,864.50
		Programs	Materials	All others	\$10,864.50

Agenda Item #5a

Douglas County Public Library

Budget Summary

Fiscal Year 2020-2021

Month End 4/30/2021

% of Fiscal Year

84.5%

EXPENDITURE ACCOUNTS

Salaries & Wages				
Budgeted	Augments	Current month	Year-to-date	% Used
\$799,403		\$59,211	\$625,822	78%

Benefits				
Budgeted	Augments	Current month	Year-to-date	% Used
\$386,187		\$31,039	\$296,556	77%

Services & Supplies					
Budgeted	Amend-ments	Current month	YTD Encumber	Year-to-date	% Used
\$480,000	\$16,095	\$17,246	\$61,216	\$428,357	99%

Some individual lines are paid only once per year, in July and will therefore show a higher than expected percentage of disbursements in the early months of a fiscal year.

Capital Outlay **							
Budgeted	Amend-ments	Current	Encumber	Year-to-date	Amended Less YTD	% Used	
\$0		\$0	\$0	\$0	\$0	\$0	0%
Capital Projects ** 224-804-562-000 & 224-804-564-500							
Budgeted	Amended Budget	Current	YTD Encumber	Year-to-date	Budget less YTD	% Used	
\$0							

*** These are pass-through accounts. During the year money will be transferred from Services & Supplies lines or money will be augmented by grant payments. Any single item costing \$50,000 or more will pass through this account. Augmentations are done as needed per fiscal year, and so these accounts can show a negative balance.*

Library Expense Budget Performance Report

Fiscal Year to Date 04/30/21
Exclude Rollup Account

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	Encumbrances	YTD Transactions	YTD Budget - YTD Transactions	% Used/ Rec'd	Prior Year YTD
Fund 224 - Library										
Department 804 - Library										
EXPENSE										
<i>Salaries & Wages</i>										
510.000	Salaries & Wages	799,403.00	.00	799,403.00	56,102.25	.00	523,289.08	276,113.92	65	.00
511.165	Holiday Overtime	.00	.00	.00	.00	.00	.00	.00	+++	.00
511.167	Vacation Payout	.00	.00	.00	.00	.00	5,097.20	(5,097.20)	+++	.00
511.169	Comp Payout	.00	.00	.00	.00	.00	114.98	(114.98)	+++	.00
511.170	Overtime	.00	.00	.00	.00	.00	14.36	(14.36)	+++	.00
511.171	Holidays	.00	.00	.00	.00	.00	28,357.44	(28,357.44)	+++	.00
511.172	Comp Paid	.00	.00	.00	163.68	.00	3,634.11	(3,634.11)	+++	.00
511.173	Vacation	.00	.00	.00	1,799.75	.00	33,246.21	(33,246.21)	+++	.00
511.174	Sick	.00	.00	.00	1,145.06	.00	19,987.76	(19,987.76)	+++	.00
511.178	Sick Leave Payout	.00	.00	.00	.00	.00	12,081.05	(12,081.05)	+++	.00
<i>Salaries & Wages Totals</i>		\$799,403.00	\$0.00	\$799,403.00	\$59,210.74	\$0.00	\$625,822.19	\$173,580.81	78%	\$0.00
<i>Employee Benefits</i>										
511.181	Retirement	227,970.00	.00	227,970.00	17,131.55	.00	173,381.31	54,588.69	76	.00
511.182	Workers Comp	19,795.00	.00	19,795.00	1,482.69	.00	15,260.85	4,534.15	77	.00
511.183	Group Insurance	114,654.00	.00	114,654.00	10,502.90	.00	87,887.84	26,766.16	77	.00
511.184	Unemployment	4,031.00	.00	4,031.00	299.05	.00	3,188.94	842.06	79	.00
511.186	Medicare	11,672.00	.00	11,672.00	809.00	.00	8,696.75	2,975.25	75	.00
511.189	Cell Phone Stipend	780.00	.00	780.00	255.00	.00	2,550.00	(1,770.00)	327	.00
511.195	Social Security	577.00	.00	577.00	.00	.00	.00	577.00	0	.00
511.201	PEBS-Ret.Medical	6,708.00	.00	6,708.00	559.00	.00	5,590.00	1,118.00	83	.00
<i>Employee Benefits Totals</i>		\$386,187.00	\$0.00	\$386,187.00	\$31,039.19	\$0.00	\$296,555.69	\$89,631.31	77%	\$0.00
<i>Services & Supplies</i>										
520.029	Program Underwriting	.00	635.00	635.00	.00	.00	(529.00)	1,164.00	-83	.00
520.045	Computer System	54,291.00	.00	54,291.00	1,677.03	.00	38,592.13	15,698.87	71	.00
520.055	Telephone Expense	5,500.00	.00	5,500.00	895.03	.00	8,881.48	(3,381.48)	161	.00
520.060	Postage/Po Box Rent	3,000.00	.00	3,000.00	19.71	.00	2,443.00	557.00	81	.00
520.064	Travel	.00	.00	.00	.00	.00	13.66	(13.66)	+++	.00
520.072	Advertising	.00	.00	.00	.00	.00	.00	.00	+++	.00
520.078	Printing & Binding	.00	.00	.00	.00	.00	418.69	(418.69)	+++	.00

Library Expense Budget Performance Report

Fiscal Year to Date 04/30/21
Exclude Rollup Account

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	Encumbrances	YTD Transactions	YTD	Budget - YTD Transactions	% Used/ Rec'd	Prior Year YTD
520.085	Communications	5,580.00	.00	5,580.00	.00	.00	3,041.90	.00	2,538.10	55	.00
520.088	Utilities	30,000.00	.00	30,000.00	1,691.52	.00	21,735.48	.00	8,264.52	72	.00
520.097	Maint B&G	1,500.00	.00	1,500.00	.00	.00	1,377.10	.00	122.90	92	.00
520.098	Janitorial Services	22,453.00	.00	22,453.00	2,538.00	5,076.00	23,777.51	.00	(6,408.51)	129	.00
520.107	Maint Equip	4,500.00	.00	4,500.00	.00	.00	4,623.21	.00	(123.21)	103	.00
520.114	Motor Pool Expense	5,473.00	.00	5,473.00	456.08	.00	4,560.80	.00	912.20	83	.00
520.116	Veh. Maint-Co Shop	.00	.00	.00	.00	.00	.00	.00	.00	+++	.00
520.136	Rents & Leases Equipment	3,000.00	.00	3,000.00	.00	.00	2,778.29	.00	221.71	93	.00
520.156	Risk Mgmt-Co. Insurance	32,271.00	.00	32,271.00	.00	.00	24,203.25	.00	8,067.75	75	.00
520.169	EMRB Assessment	100.00	.00	100.00	.00	.00	42.00	.00	58.00	42	.00
520.170	Memberships	.00	.00	.00	.00	.00	.00	.00	.00	+++	.00
520.194	Cellular Phones	1,000.00	.00	1,000.00	91.43	.00	827.20	.00	172.80	83	.00
520.200	Training & Education	.00	.00	.00	(438.00)	.00	.00	.00	.00	+++	.00
520.240	Data Lines	4,100.00	.00	4,100.00	299.96	.00	3,054.87	.00	1,045.13	75	.00
521.100	Professional Services	.00	.00	.00	.00	.00	12,508.43	.00	(12,508.43)	+++	.00
521.134	Cataloging	7,000.00	.00	7,000.00	1,176.42	.00	8,918.32	.00	(8,366.57)	220	.00
521.500	Admin & Overhead	174,481.00	.00	174,481.00	.00	6,448.25	130,860.75	.00	43,620.25	75	.00
530.001	Circulation Supplies	500.00	.00	500.00	1,550.76	.00	4,372.61	.00	(3,872.61)	875	.00
532.003	Gas & Oil	.00	.00	.00	80.74	.00	118.05	.00	(118.05)	+++	.00
532.054	Library Materials	122,351.00	.00	122,351.00	5,849.91	45,862.71	101,738.30	.00	(25,250.01)	121	.00
532.057	Processing Materials	1,000.00	.00	1,000.00	258.83	3,828.93	4,999.57	.00	(7,828.50)	883	.00
532.065	Institutional Supplies	.00	.00	.00	.00	.00	.00	.00	.00	+++	.00
533.800	Office Supplies	500.00	.00	500.00	392.02	.00	1,696.00	.00	(1,196.00)	339	.00
533.802	Small Equipment	.00	.00	.00	.00	.00	8,921.82	.00	(8,921.82)	+++	.00
533.813	Office Products Program	1,000.00	.00	1,000.00	17.07	.00	2,492.41	.00	(1,492.41)	249	.00
533.817	Small Projects	.00	8,074.00	8,074.00	658.03	.00	4,017.51	.00	4,056.49	50	.00
540.012	Statewide Collection Gran	.00	7,386.00	7,386.00	.00	.00	7,424.46	.00	(38.46)	101	.00
550.100	Bank Fees-Credit Card Processing	400.00	.00	400.00	31.67	.00	447.62	.00	(47.62)	112	.00
<i>Services & Supplies Totals</i>		\$480,000.00	\$16,095.00	\$496,095.00	\$17,246.21	\$61,215.89	\$428,357.42	\$61,215.89	\$6,521.69	99%	\$0.00
<i>Capital Outlay/Projects</i>											
562.000	Capital Projects	.00	.00	.00	.00	.00	.00	.00	.00	+++	.00
<i>Capital Outlay/Projects Totals</i>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$0.00
EXPENSE TOTALS		\$1,665,590.00	\$16,095.00	\$1,681,685.00	\$107,496.14	\$61,215.89	\$1,350,735.30	\$61,215.89	\$269,733.81	84%	\$0.00
Department 804 - Library Totals		(\$1,665,590.00)	(\$16,095.00)	(\$1,681,685.00)	(\$107,496.14)	(\$61,215.89)	(\$1,350,735.30)	(\$61,215.89)	(\$269,733.81)	84%	\$0.00
Fund 224 - Library Totals		\$1,665,590.00	\$16,095.00	\$1,681,685.00	\$107,496.14	\$61,215.89	\$1,350,735.30	\$61,215.89	\$269,733.81		\$0.00
Grand Totals		\$1,665,590.00	\$16,095.00	\$1,681,685.00	\$107,496.14	\$61,215.89	\$1,350,735.30	\$61,215.89	\$269,733.81		\$0.00

Gift Fund Expense Budget Performance Report

Fiscal Year to Date 04/30/21
Exclude Rollup Account

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	YTD Encumbrances	YTD Transactions	Budget - YTD Transactions	% Used/Rec'd	Prior Year YTD
Fund 235 - Library Gift Fund										
Department 800 - Library Gift Fund										
	EXPENSE									
	Services & Supplies									
532.061	Library Gift Fund	.00	.00	.00	(1,915.31)	.00	8,534.95	(8,534.95)	+++	14,821.71
	Services & Supplies Totals	\$0.00	\$0.00	\$0.00	(\$1,915.31)	\$0.00	\$8,534.95	(\$8,534.95)	+++	\$14,821.71
	EXPENSE TOTALS	\$0.00	\$0.00	\$0.00	(\$1,915.31)	\$0.00	\$8,534.95	(\$8,534.95)	+++	\$14,821.71
Department 800 - Library Gift Fund Totals		\$0.00	\$0.00	\$0.00	\$1,915.31	\$0.00	(\$8,534.95)	\$8,534.95	+++	(\$14,821.71)
Fund 235 - Library Gift Fund Totals		\$0.00	\$0.00	\$0.00	(\$1,915.31)	\$0.00	\$8,534.95	(\$8,534.95)	+++	\$14,821.71
Grand Totals		\$0.00	\$0.00	\$0.00	(\$1,915.31)	\$0.00	\$8,534.95	(\$8,534.95)		\$14,821.71



Gift Fund Income Statement

Through 04/30/21
Detail Listing
Exclude Rollup Account

Account	Account Description	YTD Budget Amount	MTD Actual Amount	YTD Actual Amount	Budget Less YTD Actual	% of Budget	Prior Year YTD Total
Fund Category Governmental Funds							
Fund Type Governmental-Spec Revenue							
Fund 235 - Library Gift Fund							
REVENUE							
Department 000 - Revenue							
<i>Interest Revenue</i>							
361.211	Invest. Earnings-LGIP	93.00	.00	32.23	60.77	35	160.52
361.212	Invest. Earnings-BNY Mellon	439.00	.00	882.22	(443.22)	201	822.12
	<i>Interest Revenue Totals</i>	\$532.00	\$0.00	\$903.19	(\$371.19)	170%	\$982.64
<i>Miscellaneous Revenue</i>							
367.102	Donations	.00	840.24	15,206.30	(15,206.30)	+++	44,369.76
	<i>Miscellaneous Revenue Totals</i>	\$0.00	\$840.24	\$15,206.30	(\$15,206.30)	+++	\$44,369.76
	Department 000 - Revenue Totals	\$75,467.00	\$840.24	\$16,408.42	\$59,058.58	22%	\$45,352.40
	REVENUE TOTALS	\$75,467.00	\$840.24	\$16,408.42	\$59,058.58	22%	\$45,352.40
EXPENSE							
Department 800 - Library Gift Fund							
<i>Services & Supplies</i>							
532.061	Library Gift Fund	.00	(1,915.31)	8,534.95	(8,534.95)	+++	14,821.71
565.755	Investment Service Fees	98.00	.00	.00	98.00	0	9.44
	<i>Services & Supplies Totals</i>	\$98.00	(\$1,915.31)	\$8,550.07	(\$8,452.07)	8,725%	\$14,831.15
	Department 800 - Library Gift Fund Totals	\$75,467.00	(\$1,915.31)	\$8,550.07	\$66,916.93	11%	\$14,831.15
	EXPENSE TOTALS	\$75,467.00	(\$1,915.31)	\$8,550.07	\$66,916.93	11%	\$14,831.15
Grand Totals							
	REVENUE TOTALS	75,467.00	840.24	16,408.42	59,058.58	22%	45,352.40
	EXPENSE TOTALS	75,467.00	(1,915.31)	8,550.07	66,916.93	11%	14,831.15
	Grand Total Net Gain (Loss)	\$0.00	\$2,755.55	\$7,858.35	\$7,858.35	+++	\$30,521.25

Gift Fund Trial Balance Listing

Through 04/30/20
Detail Listing
Exclude Rollup Account

Account	Account Description	Balance Forward	YTD Debits	YTD Credits	Ending Balance	Prior Year YTD Balance
Fund 235 - Library Gift Fund						
	<i>Current Assets</i>					
101.000	Cash	57,988.00	45,373.81	30,159.35	73,202.46	70,567.53
101.090	Investment-FMV Adjust	517.51	.00	.00	517.51	(1,048.08)
121.100	Interest Receivable	346.16	76.49	97.90	324.75	284.19
	<i>Current Assets Totals</i>	\$58,851.67	\$45,450.30	\$30,257.25	\$74,044.72	\$69,803.64
	<i>Current Liabilities</i>					
201.000	Vouchers Payable	(12,845.00)	12,845.00	.00	.00	.00
202.000	Accounts Payable	(3,456.16)	30,119.82	27,646.71	(983.05)	.00
207.000	Due To Other Funds	(10.09)	10.09	.00	.00	.00
	<i>Current Liabilities Totals</i>	(\$16,311.25)	\$42,974.91	\$27,646.71	(\$983.05)	\$0.00
	<i>Fund Balance</i>					
253.000	Fund Balance	(42,540.42)	.00	.00	(42,540.42)	(107,525.45)
	<i>Fund Balance Totals</i>	(\$42,540.42)	\$0.00	\$0.00	(\$42,540.42)	(\$107,525.45)



**A Library Board's
Practical Guide
To Strategic Planning**

Sally G. Reed, Executive Director, United for Libraries

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March 2016

PREFACE

No library can continue to meet changing community needs let alone experience continuous improvement without committing to strategic planning on a regular basis. From setting a vision for the library to articulating its mission to establishing a set of goals for achieving that mission, the board can and should be involved. The board, after all, represents the community the library serves so who better to play a significant role in imagining the future for the library?

Though some people would just as soon avoid the planning process – it does take time and effort – it really can be very exciting. During the planning process, everyone involved has a chance to learn even more about the library, the community in which it operates, and the environment for libraries at the local, state, and national levels. In addition, the planning process allows the participants to imagine library services in a perfect world (visioning), articulate the value and role of the library to the community (mission), and design a blueprint for bringing the library closer to that perfect vision in alignment with the mission (goals). Really, what could be more exciting than that for people who love and support the library?

GETTING STARTED: THE PLAN TO PLAN

Before the planning process even begins, there will be questions about the process, the timeline for planning, any costs associated with it, and knowing the extent of Trustee involvement. Once the board has decided to embark on the planning process, it should ask the director to submit a report that will answer these basic questions and ensure that the process gets off to a good start. Following are points that should be covered in a preliminary report from the library's director.

What will be achieved in the planning process?

This might sound a little like putting the cart before the horse – after all, isn't the plan supposed to dictate what will be achieved? Actually, it's a very good idea to understand exactly why you are engaging in this process in the first place. As a board, you may have decided to undergo planning simply because it hasn't been done in a while and you understand that it's part of your responsibility to initiate this process from time to time.

By stepping back from the notion that planning is inherently good, you might see that your library is lively, well used, has a wonderful collection and a well-attended variety of programs. Why mess with success, right?

However well your staff is doing in delivering services, it is always helpful to scrutinize what is working as well as what *isn't* happening to reach out to more of your community that isn't using the library. Also, though the programs may be well attended, they may be only scratching the surface of what's possible and it may be that though well attended, those coming are the same 25 people. Are there ways to create more diversity? Are their underserved or un-served populations out there?

It is a good idea to have the director articulate in what ways the library might expand upon its mission given additional resources or by redistributing the resources you have. By understanding what you hope to achieve, you will have a better idea of how to frame the process and who should be included in the plan's design.

Importantly, the timeline for the process itself should be considered and recommendations should be made. Will it take a year to design the plan? Will this then be a five year plan? A three year? Without a timeline for the process, it is likely to languish. Without a determination for the length of time the plan will be in place, it will be hard to measure achievement and evaluate success.

What resources will be needed to implement a thorough planning process?

There will be costs in terms of staff time – that's a given – but it should be estimated along with an idea of what areas of existing services will be impacted by this use of staff time. Understand that the staff – very likely already working at capacity – will need to be relieved of other duties during this process to make planning time available. The director will, for example, determine if there will be a hiatus of adult programming, or if there will be an acceptable lag time for the ordering and processing of materials that won't get high demand and are not of immediate importance. The director will make a decision about whether staff meetings become planning meetings only during the process.

In addition to staff time, there may be costs of promotion to engage the community in the process. There will be refreshments necessary for meetings and focus groups (the Friends can help with this). A larger library system with many branches may decide to hire a planning consultant for the process. In this case, an estimate should be provided for this cost along with suggestions for funding it. If the plan will be published, there will be costs

attendant to this as well – though serious consideration should be given to electronic only publishing of the plan.

How much time will be needed by Trustees in the process? Will the entire board be involved beyond board meetings? If not, how many board members should be involved and in what ways? The Trustees need to understand that they should be engaged in the process – not in implementing it or administrating it, but in providing their own perspective about the vision and goals for the library.

Overview of existing services and recent accomplishments

Though, of course, the board should be well versed on both existing services and recent accomplishments, this overview is a good way to bring the information together and if these services and accomplishments are a result of a former planning process, that is good information to have. This “inventory” may well spark new ideas as the process progresses, and it will give those who aren’t as familiar with all the library’s services a better understanding of what’s already in place.

Roles and responsibilities during the process

Even though the board often initiates the process, what is their role beyond that? Who will comprise the planning team and what will be their responsibilities? How often will they be expected to meet and how much authority will this team have to hire a planning consultant? How will they assess the achievement of the goals?

What is the staff’s role? Design of strategies and implementation of the plan will be in the staff’s hands. They will write and conduct the surveys, design and bring together various focus groups, schedule meetings for various task forces to convene and develop strategies for various service initiatives. They will be attaching timelines for achieving the goals and methods for assuring the outcomes you want. Finally, they will ultimately put the plan together for board approval.

Engaging the community

Beyond the Trustees, who represent the community at large, there are other groups that should be recruited to participate. These various groups include, for example, the leadership of the Friends group, leaders or staff from other city departments with whom you might partner or who can provide their perspectives during the environmental scan, local government leaders, other civic organization staff members, those who *don’t* currently use the library (if you wish to serve them, you need to find out what they want!), and new populations in town such as new ethnic populations, a growing family community, an aging population.

You won’t get a plan that addresses what’s missing in your services if you don’t reach beyond your current “usual suspects.” This plan to plan should identify the types of groups that will be included to ensure a very diverse set of perceptions and ideas.

THE ENVIRONMENTAL SCAN

Our world is changing rapidly – there’s no doubt about that. You can barely buy a new cell phone that seemingly does everything before the next new edition with even more applications becomes available. You take pride in the fact that your library has something for everyone in the community, and then a new industry opens in your community bringing new Americans, many of whom are just learning English. You install a wonderful (and expensive) state-of-the-art video learning center and a year later, distance learning becomes computer based with webcams. How on earth can a library reasonably keep up with the changing environment within which it operates?

The truth is, you won’t be able to predict the future 100% of the time, but you can make reasonable guesses about what trends will have an impact. The plan, after all, won’t be dictating what software vendor to choose when your automated catalog needs an update, but it will help illuminate what kinds of applications the system might require based on what changes you anticipate (both in use and in technology) for the future.

Following are descriptions of what an environmental scan should include followed by ways to gather the information you want and ways to make sense of it.

Your Community

Everyone has a perception about his or her community – it’s rural, it’s urban, it’s poor, it’s a wealthy bedroom community to a major metropolitan area. The community is very well educated or heavily composed of blue-collar workers. The community is aging and young families are moving out, or they are moving in. The culture supports and values lifelong learning of all types or they don’t and all cultural institutions struggle to engage the community.

The best way to assess your community and its support (or probable support) for your library is to gather both quantitative data and qualitative data. In the environmental scan for assessing the community, you’ll want to look at:

Demographics. What is the population of your community? What is the breakdown of the population? Has this been stable for a number of years? Are there changes in population density and distribution, age, gender, socio-economic status, ethnic status? All this information is readily available through census information and through your town or city’s own planning data. It will be important for you to see how the demographics of your community are changing (if they are) because this information will be important as you determine the types of materials and services you’ll want to provide in the coming years.

The tax issue. The scan should include an assessment of how your community views the financial support of various institutions – particularly your library. Taxes are a dirty word for many, but the truth is, libraries (and roads, bridges, schools, sewers, parks, etc.) can’t live without them. A review of the success or failure of recent tax based initiatives along with surveys and focus groups will help you figure out whether or not your plan needs a heavy public awareness component, or, on the other hand, a stronger programming component to engage those who value community service.

Competition. The community scan should look at the various providers of the same (ostensibly) types of services your library provides – is there a comprehensive Head Start program? Do you have a lot of bookstores and do they offer programs – are they free? Is there a strong writer’s community in town, do they provide author programs open to the

public? How about a Reading is Fundamental (RIF) program available to children in your community – who is providing the service?

In truth, you'll probably find that those services that *seem* to offer similar programs and services do have fundamental differences such as that they aren't free, they aren't available to everyone in the community, and/or they have singular agendas and audiences.

There is probably little actual competition from others in your community, but taking an inventory will allow you to either, 1) articulate the differences in a public awareness plan, and/or 2) highlight possible partnership opportunities with others who have similar missions.

In addition to making a list of possible "competitors" in your community, you should use your focus groups to find out if people see them as viable alternatives to library service. By the way, focus groups are *not* the time to make the case for the library – good focus group results will reveal to you both strengths and weakness in your library's services and perceptions about the strengths and weakness of your service. It's as important to know what people think about the library even (especially!) if it isn't true. More on focus groups later.

Your Library

Though you look at library use statistics quite often, for the environmental scan you'll want to look at how the use of various services are changing. For example, is the book circulation down but computer use up? How are patrons using your public access terminals – for job search, entertainment, research (including how much they use subscription databases and which ones)? Are the types of books being checked out changing? Is the circulation of "how to" books on the decline? Just what information should you be looking at to assess your library?

In addition to use statistics, you should look at a summary of public comments that the library has received over the past several years – in the media, at public library meetings, and through the library's suggestion box or via online comments. While you'll have some good strong quantitative data in use and attendance statistics, a qualitative assessment that can come from those who use the library will be valuable.

Use statistics. This is a concrete way to see just exactly how much your library is being used and in what ways. You will want to look at the numbers for:

- Circulation – is it up or down over the past years? What types of materials are circulating well – children's, DVDs, CDs, biographies, self-help, for example?
- Library card registration – how many are registered and what is the age break down for registration. Is registration increasing each year? Staying about the same? Declining?
- Gate count – how many people come into your library each year? What days and times tend to be the busiest?
- Program attendance - how many attend adult programs? How many attend children's? Are these numbers changing over time and in what way?
- Reference - how many reference questions are answered each year and when is reference service busiest? What types of questions are being asked? Is the number of questions on the decline? On the rise?
- Computer Use - how many patrons log on to public access computers each year and for how many hours of total use? What are they accessing? Job search databases, in-house databases, reader's advisory databases, homework helper databases?
- Outreach services – in what ways is the library taking services to those outside of the library's walls and how many are these services reaching?

- Meeting room use - how many groups are using your meeting room each year? How many are turned away because of unavailability?

The public's perception. While use statistics give you answers as to what services the patrons are using and how much they are using them, it is also very important to find out why they use certain services, what they value most about services, and importantly, why they are *not* using the library's services.

The best way to try to get a handle on how the public sees your library and its services is to communicate with them. There are a variety of ways to do this including:

- **Focus groups.** Focus groups are an excellent way to become a “fly on the wall” and to hear what people really think about the library. The notion of being a fly on the wall means that you are, basically, invisible. Therefore, it is important that focus groups are led by people not associated with the library. You really want honest answers and discussions within the group. Folks may be reluctant to talk about unfriendly service or unfavorable hours with a library representative in the room.

If your library has the resources, it might be a good idea to hire someone who has experience in leading focus groups. This person will work with the planning team to determine what kinds of information the team hopes to garner from the groups. For example, how aware are users and non-users of the various services you offer? What services are highly valued? Of those who don't use the library, why don't they? In what other ways do people get the information and reading materials they need?

An experienced consultant will be able to advise your team on the number and make up of focus groups that will work best for you. You may be satisfied with one group of both users and nonusers that represents a variety of ages, backgrounds, and ethnicities. On the other hand, you might want to separate groups by user versus nonuser or teens versus adults.

In order to capture the nature of the conversations and to ensure that all opinions go into the record, the group leader will capture the comments and themes to put together an executive summary of what was said to become part of the environmental scan. The notes themselves should be available throughout the process but in an effort to avoid information overload, the executive summary will be a welcome and satisfactory report.

- **Surveys.** Conducting surveys of your library users and nonusers is a good way to get the opinions of a lot of people in your community. The real effort in conducting a survey should be the design of the survey itself. You want to carefully consider your questions so that they are clear and elicit the information you really want.

Good surveys should be as short as possible so people will take the time to complete them. A survey can include simple yes or no questions, questions that ask people to rate the quality of library services, questions that ask respondents to prioritize services, and questions that require a check-off response such as “how

do you learn about library programs?” with sample choices of: the media, in the library, word of mouth, on the radio, flyers posted downtown, at school, etc.

It’s also a good idea to include a space in the survey for comments. You may not have asked a question about which the respondent wishes to comment. Sometimes you can learn the most from a response about something you didn’t ask!

The trick with surveys is getting those who don’t use the library to fill them out. In this case, there will probably be a second survey designed especially for nonusers. The questions on this survey will ask such questions as “what are the reasons you don’t use the library?” Asking respondents to prioritize such answers as: the library hours don’t work for me, I don’t have time, I buy my books, I’ve had unfriendly service there in the past, the library doesn’t have anything I want.

In a nonuser survey you can take the opportunity to educate as well. For example, a question such as “Which of the following did you know the library offers (check all that apply).” Then you can list ten services you think nonusers might be unaware of. This is both a chance to educate them about what you do have and a chance for you to see which services need more marketing.

In conducting nonuser surveys, the approach for getting responses will need to be a bit more aggressive – if a person doesn’t use the library, why would he or she bother to fill out a library survey? Consider asking members of the planning team or Friends group to take nonuser surveys to other organizations that they belong to asking those who seldom or never use the library to fill them out. Consider having a drawing and prize among those who fill out the survey.

Paper surveys are still a good way to get a lot of responses, but they will have to be tabulated and this can take time. Consider asking your Friends group to set up a task force for the distribution and tabulation of surveys and be sure to make the surveys available at the library.

Another way to survey community members is electronically. This makes it easy to tabulate responses, but the number of responses you get will likely be less unless you are able to get the electronic survey placed on a number of Web sites in addition to the library’s site. Look into using such tools as SurveyMonkey.com and other similar online polling services.

- Tabulating online and suggestion box comments** (and/or other avenues you provide on a regular basis for public input).

State and National Trends and Issues. It’s very easy to look no further than your own community when doing the environmental scan, but the truth is that what is happening on the state and national levels can, indeed, impact your library and its services. A good director will keep the board informed of these issues on an ongoing basis, but it’s also important to look a little more closely during the planning process. For example, the following are issues beyond your community that have and will impact your library:

- State.** It’s important to know what’s going on with your state’s budget and how this will affect libraries. Even in good times, it’s possible that a governor or

legislator won't see the value in libraries and think that cutting funding to the state library – or direct funding to localities – would enable them to focus more money on areas that they believe are more important. And we all know what happens during tough economic times.

Typically, the state library provides funding for interlibrary loan and shared information databases – databases that are important to your library's patrons, but would be cost prohibitive if your library had to purchase them on its own. In addition, the state library provides continuing education opportunities – especially to support staff and this type of education and training is rarely available elsewhere.

- **National.** While your local library does not receive much, if any, direct operational funding from the federal government, it does receive some indirect support via the state library (see above), and may receive grants from the Institute of Museum and Library Services (IMLS) and/or through the Library Services and Technology Act (LSTA). In addition, your library may receive e-rate funding that helps offset the costs of telecommunications for qualifying libraries. It's important to know whether these funds are threatened and how they could impact your planning.

Beyond funding, Congress does, from time to time, pass laws that have an impact on your library. For example, the Children's Internet Protection Act (CIPA) essentially required either a) filtering of computer terminals used by children, or b) forfeiture of government e-rate funds. Both have philosophical as well as financial consequences for your library.

Though the board should be informed about national issues that affect the library throughout the year, during this planning process it is especially important to see what, if anything is coming down the pike that could change your plans once in place.

CREATING THE FUTURE – THE STRATEGIC PLAN

Because the board is charged with oversight and guidance of the overall direction the library takes in determining and delivering services, they should be involved in brainstorming the library's vision and mission statement. In addition, along with library administrative staff, they should be involved in coming up with three to four strategic areas for the plan to address (goals). Once this has been decided, the staff will work to design and implement strategies to meet the goals and that are in keeping with the overall vision and mission of the library.

The environmental scan should be a very illuminating process but once it is complete, it's time to start thinking of what your library would look like in a perfect world, and then design a plan that will bring you closer to this dream. This is the really fun part!

The Vision

During the visioning session, you describe the library and its services in the future. What would you like your library to look like in five years? Forget about budgetary constraints, space limitations, and unfriendly political climates. For a moment, think about your library as it would be if it were perfect. As you work through this process, you will create a vision that is ultimately realistic and achievable, but why not start from the top?

Yours should be a shared vision. Using the feedback from the focus groups and surveys, begin to assess how your community sees the library and what your community would like for library services. This is a good time for the entire board to be involved along with the staff. Working on a vision statement together will be a wonderful kick-off to the work of the plan itself. While not everyone involved will agree on the vision, as many people as possible should have a chance to share theirs.

Once the ideas and thoughts have been coalesced and condensed, the planning team or the board along with the library's director can work on a vision statement that captures the collective dream. The following are a few vision statements that do this.

- The Park Ridge Public Library will be a gathering place where all citizens are welcome to pursue their interests, expand their ideas, learn new skills, interact with other members of the community, and enhance their quality of life. (Park Ridge, Ill.)
- A world of information and ideas within reach of every Calgarian. (Calgary, Canada).
- Our community will discover library resources and programs that anticipate and satisfy their needs for everyday information, enjoyment, and enlightenment.

Our community will look to the library for accurate, thorough answers to their questions, guided by friendly, knowledgeable staff.

Our community will have library resources to support schoolwork and independent learning at every age, helping to build skills and interests needed for life-long success.

Champaign's children will grow up in an environment that is rich in stories and literature, where reading is valued and encouraged.

Our community will be drawn to welcoming, safe library environments that reflect the community's changing needs. (Champaign, Ill.)

As you can see from the examples above, the vision statement reflects the best of all possible worlds for their library in their community. These statements can range from the specific (Park Ridge, Ill.), to the lofty (Calgary, Canada), to the comprehensive (Champaign, Ill.).

The Mission

The mission statement is important because it articulates in just a few sentences the library's role in the community. A good mission statement can and should be used in marketing materials, in the newsletter's front page banner, and on the library's website to inform everyone about the role and the values of the library. The mission statement should inform the goals of the planning process and justify all of the library's services.

In truth, the mission of the public library has not changed radically over the years. You may find that yours is still an effective and complete statement of purpose. Because the mission statement can and should be widely shared, you might want to at least "tweak" it so that it is succinct and memorable.

- The Mission of the Sharon Public Library is to serve the informational, educational, cultural, and recreational needs of all members of the Sharon community by providing access to a professional staff; a state of the art facility, and quality materials, programs, and services. (Sharon, Mass.)
- Libraries were established to provide information to all who inquire. Librarians are dedicated to gathering, organizing, and disseminating the world's knowledge. No matter the format, be it print, media, microform, or electronic, the Glen Cove Public Library supports freedom of access to the broadest spectrum of ideas. For many users, the library is the last line of defense in the search for truth. (Glen Cove, N.Y.)
- The El Paso Public Library serves our diverse community through information access, cultural enrichment, and lifelong learning. (El Paso, Texas)

With the three examples, above, it's easy to see that mission statements can range from those that include qualities such as "state of the art" and "professional staff" (Sharon, Mass.), to the beautifully lofty (Glen Cove, N.Y.), to the short and succinct (El Paso, Texas). What they all have in common, however, is that they emphasize their roles – *education, culture, information, recreation* – and they emphasize that their services are available to *everyone* in the community.

The Goals

Setting goals will begin to create the blue print for achieving the library's vision and mission. Going back to the materials collected in the environmental scan, the planning team should begin to think about both its existing services and those that might be new and innovative. In addition, information from the surveys and focus groups might reveal that some services should be changed or improved to meet community needs.

Since goals reflect the big picture for accomplishment, they will state in broad terms what the library will work toward during the next three to five years. Because you want the plan to be both realistic and achievable, it makes sense to limit your plan to three to five goal areas. During the environmental scan, you may find, for example, that the following key issues have emerged:

- Many new Spanish speaking families are moving into the community.
- Many people aren't able to get to your library when it's open.
- There is a perception that the public service staff members are not friendly and helpful.
- More people are accessing the library remotely from their home or offices.

This kind of information could well form the basis for your goals. The following are examples of goal areas that are designed to respond to the issues (above) discovered in the environmental scan.

- The library will provide a comprehensive collection of materials in various formats, along with programs and outreach services to accommodate all the diverse needs of our changing community.
 - This goal area is designed to ensure that all the library's resources are available to everyone regardless of ethnicity, native language, or preferred format. It doesn't specifically address Spanish language speaking citizens but is broader to include all those who in former years might have been described as "nontraditional" library users.
- The library will develop a service schedule to maximize access by everyone, both on site and remotely.
 - While not specifically dictating that the library increase or change its open hours of operation, it does focus on the need to do the best so that everyone can get to the facility and it also takes into account that, increasingly, people are using their library's services remotely.
- The library will provide courteous, professional, and excellent service to every single library patron every time they use the library.
 - Whether by workshops, firings, and/or personal coaching, the end result will be that every single person who walks into the library will be greeted by a welcoming staff. Certainly a goal for every library!
- The library will provide a variety of services that will enhance the "library experience" of remote users.
 - This goal comes from the findings in the environmental scan that showed that more and more people wish to download books, do research, and ask reference questions from their home or office.

Once the plan, including the goals, has been completed, the board need only approve it and ensure that regular progress is being made in its attainment. No strategies for accomplishing these goals are listed because a) this is an area to be left strictly to staff, and b) strategies should be as flexible as possible. Never before has the library's environment been so dynamic. The goals remain consistent, but methods for achieving them will no doubt change over time.

Measuring Success

Setting goals without providing some criteria for evaluation would be like sending all your good work and intentions into a black hole. How will you know if what you've designed is being implemented and is working? It's important that the board ask the director to give an update report on the plan's progress regularly and that the update includes impacts.

To "measure" the results of your efforts, you can use many of the same tools you did during the environmental scan. Watching such trends as circulation, library visits, and computer use will show if you've made some good strides in increasing use. As with the environmental scan, however, some of the "qualitative" improvements will best be determined through surveys, comment boxes, and even focus groups re-convened after a year or two of the plan implementation.

At the end of the planning cycle (three to five years), you will have the satisfaction of seeing how your hard work has paid off to ensure that the library is, indeed, meeting the needs of the community. Now it is time to take a new look at your environment, look at the vision and mission statements you developed, and set some new goals for continuous improvement of your library's services.

CONCLUSION

Trustees have a valuable role to play in ensuring that the library engages in strategic planning every several years. In addition, the Trustees can help assess the environmental scan as background for setting goals for the future. While it is important to let the staff determine strategies for achieving the goals and for implementing the strategies, the Trustees should ensure that the plan is carried out and that the outcomes of the plan do, indeed, address the goals that have been set.

Strategic planning is both important and fun! Watching the library continue to grow and serve the community under your plan is so rewarding and will show you just how you can make a significant difference in your community.

LIBRARY BOARD OF TRUSTEES PROPOSED MEETING TIMES, DATES, LOCATIONS FOR 2021

- ★ Meetings are held 4th Tuesday of the month ★
 ★ All meetings held at Minden Library, unless otherwise noted ★

January	Tuesday, January 26	10:00 am
February	Thursday, February 4	10:00 am <i>Special Meeting</i>
February	Tuesday, February 23	10:00 am
March	Wednesday, March 24	10:00 am
April	Tuesday, April 27	10:00 am
May	Thursday, May 6	10:00 am <i>Special Meeting</i>
May	Tuesday, May 25	10:00 am
June	Tuesday, June 8	2:30 pm <i>Special Meeting</i>
June	Tuesday, June 22	10:00 am
July	Tuesday, July 27	10:00 am
August	Tuesday, August 24	10:00 am
September	Tuesday, September 28	10:00 am
	<i>LOCATION: Lake Tahoe Branch Library, 233 Warrior Way, Zephyr Cove</i>	
October	Tuesday, October 26	10:00 am
November	Tuesday, November 23	10:00 am
December	NO MEETING	



Bibliotheca Book Lockers - Annual Service and Maintenance costs

Software license fee \$175/year (covers both units)

Minden 3-tower unit

Central tower	\$1999
<u>Non-central towers (2)</u>	<u>\$2198</u>
	\$4,197

Lake Tahoe 2-tower unit

Central tower	\$1,999
<u>Non-central tower (1)</u>	<u>\$1,099</u>
	\$3,098

NOTE FROM VENDOR: Service and Maintenance fees typically go up 3-5% per year after first year. You can prepay and lock in prices as well.

Customer Official System Quote

Quote Date: 02/08/2021
Quote Number: QUO-158098-T2N5, Rev: 0

Customer Bill To:
Douglas County Library

1625 Library Lane
Minden NV 89423
United States of America

adodson@douglas.lib.nv.us
Tel: (775) 782-5754

Quote Details

REMOTE LOCKERS-3 TOWER

Location Information:

Douglas County Library
Amy Dodson
1625 Library Lane
Minden NV 89423
United States of America

Sales Contact: Brian Gilbert
Sales Phone:

Sales Email: b.gilbert@bibliotheca.com

Prices are in US Dollars
Quote expires (60) days from Quote Date above.

If applicable, the hardware and software includes 12-month warranty, set-up and configuration

Item ID	Item Type	Quantity	Sale Price	Sub Total
EDU020011-000-US	Introduction to remoteLocker	1	\$999.000	\$999.00
RML000002-000-US	remoteLocker 100 v3 central tower inc. RFID (wrap)	1	\$11,998.000	\$11,998.00
RML000041-000-US	remoteLocker 115 v3 15 locker tower (wrap)	2	\$7,298.000	\$14,596.00
SLR001050-000-US	remoteLocker™ - Side covers	1	\$299.000	\$299.00
SHP000001-000-US	Freight Standard Service Shipping is estimated on one receiving location, unless otherwise noted, and on current rates and proposal.	1	\$2,070.000	\$2,070.00
Total				\$29,962.00
(Less Sales Tax):				

Additional Details

All prices including Service and Maintenance do not include any applicable sales tax. If tax exempt, A copy of Tax Exemption Certificate is required with purchase order for all tax-exempt customers.

Terms are NET 30 Days from Date of Invoice. Invoice is generated at the time of Shipment.

Quotations are good for 60 days. All dates are based on ship dates. Order must ship within the 60-day window.

After 60 days, quotation expires. Contact Bibliotheca for a New Quotation.

A 20% restocking fee, in addition to in-bound and out-bound shipping, will be charged for all returns.

GST/HST N° 858257321RT0001

Bibliotheca, LLC
3169 Holcomb Bridge Road, NW, Suite 200,
Norcross, GA 30071, USA

Phone No - 877-207-3127
Fax No - 1-877 689 2269
www.bibliotheca.com

Customer Official System Quote

Quote Date: 02/08/2021
 Quote Number: QUO-158096-J4Q3, Rev: 0

Customer Bill To:
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 United States of America

adodson@douglas.lib.nv.us
 Tel: (775) 782-5754

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RML000041-000-US	remoteLocker 115 v3 15 locker tower (wrap)	1	\$7,298.000	\$7,298.00
SLR001050-000-US	remoteLocker™ - Side covers	1	\$299.000	\$299.00
SHP000001-000-US	Freight Standard Service Shipping is estimated on one receiving location, unless otherwise noted, and on current rates and proposal.	1	\$1,495.000	\$1,495.00
Total				\$22,089.00
(Less Sales Tax):				

Additional Details

All prices including Service and Maintenance do not include any applicable sales tax. If tax exempt, A copy of Tax Exemption Certificate is required with purchase order for all tax-exempt customers.

Terms are NET 30 Days from Date of Invoice. Invoice is generated at the time of Shipment.

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CUSTOMER FOCUSED
Customer first.

Amy Dodson
Douglas County Public Library

February 17, 2021
Valid for 30 Days

HoldIT™ Quotation Internal and External HoldIT

Item No	Description		Unit Total	Price Total
D-THOLDITM20-external	HoldIT™ secure main unit with a 19" touch screen, patron card barcode reader and receipt printer, 9 Lockers included white finish	1	\$11,995.00	\$11,995.00
D-THOLDITM20-internal	HoldIT™ secure main unit with a 19" touch screen, patron card barcode reader and receipt printer, 9 Lockers included white finish	1	\$10,995.00	\$10,995.00
D-THOLDITM40-external	15 bay locker unit. white finish- External	2	\$9,995.00	\$19,990.00
D-THOLDITM40-Internal	15 bay locker unit. white finish- Internal	1	\$8,995.00	\$8,995.00
D-THOLDITM60E	HoldIT™ Locker finishing side panels white finish	4	\$250.00	\$1,000.00
SERVICES	Installation and training of all hardware and software to be carried out by qualified D-Tech engineers	1	\$3,700.00	\$3,700.00
Total	39 and 24 Locker solution			\$56,675.00

Item No	Description of License, support and hardware maintenance after the first 12 months	Unit Total	Price Total
Services	D-Tech Services License, Support and Maintenance (Applicable following your 12-month warranty). A complete package to cover equipment listed above; includes license fees with software support over the phone and via remote access through TeamViewer as well as on site help at the discretion of D-Tech when required. Includes all updates and upgrades relevant to the application used. If the hardware will breakdown (accidental or deliberate damage precluded) D-Tech will replace it or repair in proper running order within scope of the SLA. Current specified daytime 08:30 – 17:30 hours can be covered (Min screen unit 1x 15 locker unit 1 return bin)	Year 2	\$4,500.00
		Year 3	\$4,500.00
		Year 4	\$4,500.00
		Year 5	\$4,500.00

Terms and Conditions

- Prices exclude any taxes (if any apply)
- All prices are subject to confirmation prior to order
- Quotation valid for 30 days
- 12-months warranty on all equipment specified in quotation
- Payment must be made within 30 days of the date of invoice
- Power, data in location and SIP2 connection on ILS must be setup before installation date. Warranty expires 12 months after installation, Installation must take place with 12 month of delivery date



Nevada Library Grant Opportunities

LSTA, CARES, ARP, State, and Third-party/Private Funds

NSLAPR APR 20, 2021 09:30PM

LSTA 2020

NSLAPR LSTA 2020 Evolving Needs

Opt-in deadline: April 23, 2021

Eligibility: public, academic, special libraries

Funding period: February 21, 2021-August 31, 2022

Award: formula based

This project will help academic, public, and special libraries build their capacity to meet the evolving information access needs of their communities.

LSTA 2021

2021 Mini Grants

Deadline, Cycle 2: August 16, 2021

Eligibility: all eligible NV libraries

Funding period: July 1, 2021-August 31, 2022

Award: up to \$10,000 aggregate

LibGuides: 2021 LSTA: 2021 LSTA: Available Grants

Grant Announcement: November 9, 2020 Funding Level:

\$10,001-\$75,000 Total Available Funding: funding based on 2021

federal award Funding Period: July 1, 2021-August 31, 2022 Who

may apply: Eligible libraries may submit ONE competitive application

Applications: Eligible libraries must submit a Proposal (due

01/15/21) and 1st Draft (due 02/19/21) as well as a final application (due 03/26/21).

LSTA ARP

NSLAPR ARP

Needs assessment survey Deadline: April 23, 2021

Eligibility: public, special, academic, k12, and tribal libraries

Grant opportunity coming soon

2021 CE Scholarships

Deadline, rolling

Eligibility: all eligible NV libraries

Project period: July 1, 2021-August 31, 2022

Award: up to \$1,500 per person per event

LibGuides: 2021 LSTA: 2021 LSTA: Available Grants

Grant Announcement: November 9, 2020 Funding Level:

\$10,001-\$75,000 Total Available Funding: funding based on 2021

federal award Funding Period: July 1, 2021-August 31, 2022 Who

may apply: Eligible libraries may submit ONE competitive application

Applications: Eligible libraries must submit a Proposal (due

01/15/21) and 1st Draft (due 02/19/21) as well as a final application (due 03/26/21).

ALA

ALA COVID Library Relief Fund

Deadline: May 20, 2021

Eligibility: public, school, academic, and tribal libraries

Award: \$30,000-\$50,000

The ALA COVID Library Relief Fund will assist public, school, academic, and tribal libraries across the United States and US Territories that are experiencing substantial economic hardship due to the coronavirus pandemic, which has impacted their ability to serve their community, especially traditionally underserved populations.

Private Grants

Freedom to Read Foundation

Deadline: June 4, 2021

Award: \$1,000 or \$2,500

Eligibility: all library types

The Freedom to Read Foundation (FTRF) distributes grants to support activities that raise awareness of intellectual freedom and censorship issues during the annual Banned Books Week celebration. The theme of this year's celebration is "Books Unite Us." Censorship Divides Us." Banned Books Week runs from Sept. 26-Oct. 2, 2021 and the grants of \$1,000 or \$2,500 are offered through the [Judith F. Krug Memorial Fund](#).

Walmart Community Grants

Deadline: December 31, 2021

Award: \$250-\$5,000

Eligibility: must be in Walmart service area

Local Community Grants

Our local community grants are awarded through an open application process and provide funding directly from Walmart and Sam's Club facilities to local organizations in the U.S. Don't know how to determine your local facility? Don't worry, the application will assist you. Local Community grants range from a minimum of \$250 to a maximum of \$5,000.

IMLS

Building America's Libraries Act (BALA)

Introduced by Senator Jack Reed (D-RI) and cosponsored by Senator Cortez Masto, Senator Rosen, and Representative Titus, BALA, if passed, would provide \$5 billion for library infrastructure. Funds would be distributed through IMLS to state library agencies, including NSLAPR

Nevada Humanities

Grants to Nevada Nonprofit Organizations

Eligibility: Nevada Humanities provides grants to nonprofit organizations around the Nevada that use the humanities to explore and undertake a wide range of activities and creative expressions that contribute to our individual and collective sense of being human. These include cultural traditions and practices, civic and community engagement, expressions of identity, our understanding of history, our worldview and sense of place, and much more. Nevada Humanities works with organizations across the state to deliver these programs to audiences and participants in Nevada and across the nation. To learn more about our grant programs, follow the links below.



2020 Evolving Needs Statewide Project

Step 2, the Application

LSTA Goal 4, Build capacity of libraries to meet evolving information access needs.

- **Eligibility:** Nevada Public, Special, and Academic libraries who meet LSTA eligibility requirements and who have opted-in by April 23, 2021; LSTA Eligibility requirements: http://nsla.nv.gov/ld.php?content_id=50682807
- **Funding Period:** February 15-August 31, 2021
- **Required Certifications (one set per library per federal year):** <http://nsla.nv.gov/LSTA2020/RequiredForms>
- **Submit application and certifications to:** nsiaprlsta@admin.nv.gov.
- **Step 2 Deadline: May 21, 2021**
- **Instructions:** Complete the questions that are blue (1.3, 1.4, 1.5, 2.1, Section 3, Section 4, 5.2, Section 6)

Section 1, Library Information

1.1 Library Name: Douglas County Library

1.2 Award: \$9,000

1.3 DUNS Number: 010984979

1.4 Project Manager Name: Amy Dodson

1.5 Project Manager Email: adodson@douglas.lib.nv.us

Phone: 775-782-9841

Section 2, General Project Information

2.1 Estimated number of community members who will benefit:

2.2 Project Summary *This section has been completed by NSLAPR*

Participating libraries will rethink library services, identify and prioritize issues impacting their communities, and renew their purpose as an inviting and accessible community resource and meeting place.

Since March 2020, when businesses and buildings started shutting down due to COVID19, Nevada's libraries quickly developed innovative ways to continue to deliver library services remotely, through expanded digital offerings, expanded Wi-Fi, hotspot lending, virtual reference and programming, grab and go program kits, curbside pickup, special hours for at risk populations, outdoor events, and more. When libraries started reopening their physical spaces, they ensured that staff and patrons were kept safe through PPE, plexiglass, space reconfiguration (for social distancing), improved signage, self check kiosks, self service pickup lockers.

After decades of encouraging people to come in, patrons were asked, instead, to stay home. In light of this, as we enter a COVID recovery period, libraries will be rethinking the library experience and library services. How have COVID services transformed user expectations? What promising practices will be incorporated as part of the "new normal?"

During Step One of this project, Nevada public, special, and academic libraries opted-in to participate in this statewide project. In Step Two, which is this application, those libraries will provide details on how they will use the funds to meet evolving needs in their communities



Section 3, Project Details

3.1 Implementation Activities *Describe how your project will meet your community's evolving needs during COVID recovery. This section should tie directly to items listed in your Budget (section 4)*

The first part of this grant request is for eBooks and eAudio materials. Since the beginning of the COVID pandemic, the circulation of eBooks has more than doubled at our library, compared to the previous year. The diverse nature of the patron base combined with increased demand have created the need for the library system to increase digital collections. This year we began offering the Public Library Connect program through OverDrive, which allows all K-12 students in the local school district to access digital collections using their school ID, removing the library card requirement. This has created an increase in demand for digital collections for children and teens. The demand and growth are beyond what local revenues can accommodate. Purchases of digital materials will include fiction and non-fiction for adults, teens, and children. Digital materials will be acquired and delivered through the Hoopla and OverDrive platforms.

The second part of the grant request is for Wi-Fi access points to expand the range of wireless connectivity. Two hotspots will provide improved access for patrons to use outdoors at the Minden Library. Current Wi-Fi configurations fall short of providing a signal to reach the library parking lot and outdoor areas.



Library Services and Technology Act (LSTA)

3.2 Evaluation Data

Required data is below. By checking the boxes, you are confirming that you'll collect this data during the project period. Data, combined with your Final report, anecdotal information, and photos, will be submitted to IMLS for the final report.

- Content:** 1) # of items obtained, created, or digitized 2) total usage/circulation, 3) average usage per month
- Procurement:** 1) # of items obtained and used
- Instruction:** 1) # of instruction programs, 2) program length in minutes 3) attendance total, 4) attendance average

3.3 Promotional Activities *How will you let your community know about this project and its activities?*

We will promote the expanded digital collection in press releases, on the library's website and social media, and through the Public Library Connect partnership with the Douglas County School District. Patrons will also learn more about the expanded digital collections from staff and outreach efforts in the community.

The extended Wi-Fi access will be promoted with signage at the library and through library staff.

3.4 Supporting Materials. *Attach any supporting materials*



Library Services and Technology Act (LSTA)

Section 4, Budget

4.1 Advanced Payments. *NSLAPR will offer advanced payments for this project. An advanced payment schedule will be written into your Grant -in-Aid agreement. After receiving the advanced payment, you must still submit all of your expenditure backup (copies of invoices, receipts, and proof of payment) before your next advanced payment is approved. Failure to submit expenditure documentation will impact any future advanced payments and/or grant awards.*

- No, I will not need advanced payments
- Yes, I would like advanced payments. I will work with NSLAPR on an advanced payment schedule.

4.2 Project Budget & Narrative. *Whole dollar amounts only. Fields do not auto-calculate - please enter TOTAL amounts. LSTA Total should match award amount as listed in #1.2 above. Also, please double check math.*

LSTA Categories	LSTA	Match*	TOTAL
Salaries/Wages/Benefits	\$	\$	\$ 0
Description			
Consultant Fees	\$	\$	\$ 0
Description			
Supplies	\$ 9000	\$	\$ 9000
1. Digital materials (eBooks and eAudio) from OverDrive and Hoopla = \$8,250			
2. Wi-Fi access points and Ethernet cable = \$750			
Services	\$	\$	\$
Description			
Indirect Costs			
Rate %:			
TOTALS	\$ 9,000	\$	\$ 9,000

***Match:** Match is not required, but please document any in-kind or local cash you're using for this project



Library Services and Technology Act (LSTA)

Section 5, Outcomes

5.1 Statewide Outcomes. *This section has been completed by NSLAPR.*

All participating libraries will be able to meet post-COVID evolving information access needs in one or more of the following ways:

- Incorporating popular services, such as no contact/curbside pickup, grab and go learning kits, virtual reference/teleconsulting, virtual programs, expanded digital collections
- Helping patrons and library staff adapt to a post-COVID world through education, collections, and programs (example: maker spaces)
- Focusing on Digital Inclusion with expanded Wi-Fi, hotspot lending, laptop/tablet lending
- Creating a safe and welcoming environment for patrons and staff when buildings, business, and the state reopen through strategic use of signage, reconfigured spaces (including non-upholstered furniture for easier cleaning), patron engagement programs, outdoor and pop-up locations, and increased cleaning protocols.

5.2 Local Outcomes. *Describe any local outcomes you anticipate for your community*

The first part of the grant for eBooks and eAudiobooks will benefit the adult and senior populations by providing digital reading materials, meeting the growing demand for these materials. Since eBooks can be accessed from anywhere with internet connectivity, patrons would have more options to access materials. Students will benefit from increased digital collections through the Public Library Connect program. Adding new materials and eBooks diversifies our collection and expands the options and availability of electronic materials for our patrons. Patrons have provided positive feedback about Hoopla, Overdrive, and other digital resources at both library locations. Many have discovered eBooks for the first time, while others said that eBooks and eAudiobooks have given them a chance to try new authors.

The second part of the grant request for Wi-Fi expansion will provide improved opportunities for patrons inside or outside. This benefits the adults, teens, and children in our community by offering better connectivity for learning and reading.

Library Services and Technology Act (LSTA)

Section 6, Certifications

6.1 Agreement

By checking the boxes, I agree that I will:

- Submit a Risk Assessment and all Required LSTA Signature forms (one set per library per grant year). Forms are available here: <https://nsla.nv.gov/LSTA2020/RequiredForms>
- Expend 100% of LSTA funds in the allowable costs categories as noted in the budget section and submit receipts/backup documentation for reimbursement
- Document any match, if applicable
- Submit final reimbursement requests/all advanced payment backup by September 15, 2021
- Submit a final report by November 1, 2021
- Acknowledge the source of project funding in all publicity
- Retain all grant related documents, including copies of reimbursement requests and payments received, per federal retention schedules (through Dec. 31, 2026 for Federal Fiscal Year 2020 grants)

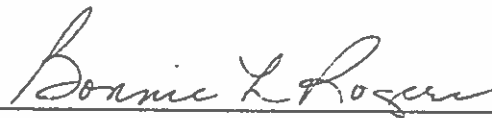
6.2 Application Certification

Project Title: 2020 Evolving Needs Statewide Project

Applicant Name & Library Jurisdiction:

WE, THE UNDERSIGNED, CERTIFY the project application named above will be the basis for the operation and administration of the project for which LSTA funds are requested. We will provide expenditure and other reports and will comply with such fiscal provisions as the Nevada State Library, Archives and Public Records.

Receipt of this application by NSLAPR does not guarantee that my library will be awarded funding.



Signature of President, Board of Trustees

5/19/21

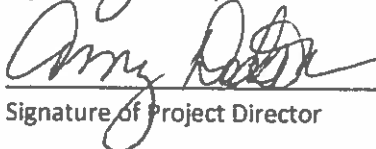
Date Signed



Signature of Library Director

5/19/21

Date Signed



Signature of Project Director

5/19/21

Date Signed

Library Services and Technology Act (LSTA)

6.3 Eligibility for LSTA Certification

To be eligible to apply for LSTA funds, each applicant library and participant library must certify to NSLAPR that it meets all of the following eligibility criteria:

- Is supported by public revenues (51% or more) or is a non-profit institution or agency;
- Makes the collection accessible to its primary clientele organized according to a nationally accepted classification system;
- Participates in resource sharing through the Information Nevada program;
- Serves its primary clientele free of charge;
- Has a fixed location with regular, published hours of operation;
- Has one or more paid library staff;
- Has an annual budget with funds reserved for library materials and services;
- Has a current, written long range or strategic plan that is available for review.

These criteria were approved by the Nevada State Council on Libraries and Literacy in May 2008.

The applicant or participating library must also meet the following requirements:

- **Public Libraries:** Must meet the Minimum Standards for Public Libraries
- **Academic Libraries:** Be accredited by the Northwest Commission on Colleges and Universities

Certification: I certify to the best of my knowledge and belief that the library meets LSTA eligibility.



Signature of authorized certifying official

5/19/21

Date Signed

Amy Dodson, Library Director

Name & Title

Submit application with all completed signature pages to nslaprlsta@admin.nv.gov.
Subject: LSTA Evolving Needs Grant Application

THE ALA COVID LIBRARY RELIEF FUND



The ALA COVID Library Relief Fund (Mellon and Acton Funds)
379-Public Library Public Library

Douglas County Public Library



AobGGrpw

Applicant details

I have read and agree with the eligibility criteria |

Application details

* | Amy Dodson
First and Last Name (of person submitting application)

* | Library Director
Title

* | Douglas County Public Library
Library or District or System Name

* | 1625 Library Ln.
Address 1

* | PO Box 337
Address 2

* | Minden
City

*
State or US Territory | NV

*
ZIP Code | 89423

*Preferred Email | adodson@douglas.lib.nv.us

*
Preferred Phone | +17757829841

First and Last Name of Authorized Representative of Library (if different from above) | same as above

Link to main online presence | <https://library.douglascountynv.gov/>

Public Library Questions

*
What is your Community/Service Population Demographics (IMLS designation)? | 32 - Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from urbanized area.

*
What is the service area population of your library (system/district)? | 24,000 to 49,999

*
What is the US census racial demographics for your overall service population?

AI - 2.0%
AS- 2.0%
BK- 1.0%
HL- 13.0%
NH - 0
WH- 80.0%
MR- 3.0%

*
What percentage of your overall service population is at or below the national poverty level?

| 8.1%

If known, what is the US Census racial demographics of the service areas/locations where you applying for the grant (if different than above)

| same as above

If known, what percentage of the population in the service areas/locations where you are applying for the grant are currently at or below the national poverty level?

| same as above

Budget and Staffing Questions

* | 25%-30%

Since the outbreak of COVID in March 2020, what reduction in percentage have you seen in your overall library operating budget (not just specific locations where grant funds may be directed)

* | 2,127,137

What was your overall library operating budget in dollars (round to the nearest thousand) for your library/system/district prior to COVID in March 2020?

* | 1,665,590

What is your current overall library operating budget in dollars (round to the nearest thousand)?

*
Which of your funding sources were cut and why?

The library is funded with two sources, sales tax and general fund. For FY20-21, the funding reductions were made to both sources. The sales tax projection was cut by 22%, and the general fund amount was cut 21.6%. (The application did not have the option of "20-25%" in the question above.) Our funding sources were reduced by the County Commissioners, in anticipation of an economic downturn as a result of the COVID pandemic.

* | 17.44

What was your overall staff FTE prior to the outbreak of COVID in March 2020?

* | 14.48

What is your overall staff FTE currently?

* | No

Have you been informed about additional budget cuts the rest of 2021?

Narrative Questions

Describe your library and how it serves the community (service population).

The Douglas County Public Library's Mission Statement is as follows: "The mission of the Douglas County Public Library is to provide a comprehensive collection of library materials, services, and programs with the support of qualified staff to meet the informational, educational, recreational, and cultural needs of all residents and visitors of Douglas County." The library provides free and equal access to materials, programs, and services for all who seek our resources. The library system consists of the main library in Minden, the Lake Tahoe Branch Library in Zephyr Cove, a bookmobile, a satellite library at China Spring Youth Camp (a residential detention facility for teens), which includes dormitory and classroom collections, and a reading and reference library at the Lake Tahoe Juvenile Detention Facility.

The Library offers an extensive range of services, materials, programs and technology at both public facilities, including reference and referral in person, by telephone and by email to assist residents in accessing information; free meeting room space to community organizations; programs for children, teens, families, and seniors; delivery of materials to homebound patrons; borrowing materials not available locally; exhibit and display space for community interests, art, and displays; orientation sessions for students and other youth groups; a variety of electronic databases accessible from the library, school, home or work; downloadable eBooks, eAudiobooks, music, and movies; public-use typewriters and computers and connectivity and wireless printing; individual instruction in technology resources and mobile technology, and technology for patrons with visual disabilities.

Douglas County Public Library's patron base is drawn from the Towns of Minden, Genoa, and Gardnerville, unincorporated parts of the county, Zephyr Cove, Stateline, adjoining Nevada counties, as well as three neighboring California counties. We also provide mobile services with our bookmobile and a Homebound Service program.

- Describe when budget cuts occurred (since March 2020), and how they have impacted library operations (staff, services, resources, etc.) up to now and will continue to impact those operations through the end of 2021. If there are any additional upcoming budget cuts, please include them and describe the impact.

Budget cuts first occurred at the start of the pandemic in March 2020, which was at the end of the third quarter of the FY19-20. Open positions throughout the County were "frozen", leaving three vacancies (FTE 2.48) at the library. (Those positions are still frozen at this time.) County departments were restricted from making purchases over \$5,000 without approval, and only essential purchases were approved. This meant that library materials were not approved for purchase. The second set of budget cuts occurred as part of the budget process for FY20-21. Revenue projections were grim, and therefore our budget was cut by 22%. Our budget for library materials suffered the most severe cuts, \$100,000 or 45%. This has resulted in drastically reducing the library collections, reduced weeding, and increased wait time for patrons. The bookmobile lost 100% of funding, so the bookmobile was out of service from March 2020-May 2021. Funds for programs were also eliminated, so the library relied on grants and creativity to provide virtual and distance programs.

*

Describe the community/target audiences, including demographics, for which you are applying grant funds and the impact that the coronavirus pandemic has had on them, their needs, and the library's ability to assist the community.

The target audiences in Douglas County for these grant projects are seniors, adults, teens, and children age 2-12. Douglas County demographics show that 30% of the community is over age 65, and 49% is between 18 and 64 years of age. The AWE Computer portion of the grant will serve children ages 2-12; Douglas County is made up of 3% under the age of 5, and 16% age 5-17. The pandemic has had a significant impact on the community. The related budget cuts prevented the library from providing the materials and resources that the community wants and needs, especially digital and technology resources. Demand for digital resources has increased dramatically since the start of COVID. Adults and seniors, teens, and children have had limited access to library resources and programs due to library closure, reduced service hours, and lack of funds.

*

Describe how you will use the grant funds to support/provide for the needs of the community/target audiences through the end of 2021. Please include a description for each item for which you are requesting funds.

The first part of this grant request is for eBooks and eAudio materials for seniors, adults, and teens and children in grades K12. Since the beginning of the COVID pandemic, the circulation of eBooks has more than doubled, compared to the previous year. This year we also began offering the Public Library Connect program through OverDrive, which allows all K-12 students in the local school district to access digital collections using their school ID, removing the library card requirement. This has created an increase in demand for digital collections for children and teens. The diverse nature of the patron base combined

with increased demand have created the need for the library system to increase and update collections. The demand and growth are beyond what local revenues can accommodate. This part of the grant would be used to purchase approximately 200 eBooks and eAudiobooks in the OverDrive and Hoopla platforms.

The second part of the grant request is for AWE computers that will provide Early Literacy, Bilingual learning, and coding activities, and homework help learning modules. Because of library closure, reduced hours, school closures, and library budget cuts, children in our community have not had adequate access to technology. Many parts of our county are rural and do not have high-speed internet connectivity; some households have no internet service at all, or only have dial-up access. Census information shows that 10% of the community does not have internet service, and 7% of households do not have a computer. Many children rely on their schools for access to computers and digital learning. Lack of library access leads to inequity and a greater "digital divide". This part of the grant would allow the library to purchase five AWE work stations. Two of the computer stations would be bilingual. The computers would be purchased directly from AWE Learning.

The third part of this grant request is for laptop computers, which would be for library staff use. The laptops will assist with outreach programs, can be used on the bookmobile, and will enable staff to work from remote locations. Having laptop computers will help the library expand outreach services at locations around the county, and at special events. For example, staff will go to farmer's markets and community centers to provide residents with library cards and information. Laptops will support library staff efforts to take the library "out" to the community to connect people to information and resources, and improve our outreach efforts. The grant would allow the library to purchase five laptops.

*

Describe what the anticipated outcomes and impacts of the award will be on the community/target audiences and how you will measure them.

The eBook part of the grant will benefit multiple groups; the adult and senior populations will have access to more eBooks and eAudiobooks, meeting the growing demand for these materials. Digital materials will be acquired and delivered through the Hoopla and OverDrive platforms. Adding new materials and eBooks diversifies our collection and expands the options and availability of electronic materials for our patrons. Patrons have provided positive feedback about Hoopla, Overdrive, and other digital resources at both library locations. Many have discovered eBooks for the first time. Results will be measured using circulation statistics and tracking of patron requests.

The second part of the grant request for AWE computers will provide improved opportunities for children to learn new skills and develop emerging skills. The AWE computer learning system is interactive and will offer many benefits to the children in our community by offering learning games and programs that focus on literacy, language learning, typing, simple coding activities, and support homework and school readiness. Results will be measured by usage as well as feedback from children and parents.

The third part of the grant project for laptops will help introduce the library to members of the public, provide library cards, and create connections between the staff and the community. Increased outreach will result in increased library use and provide learning opportunities for people new to the area, as well as the underserved residents of our community. The laptop computers will assist with outreach programs and bookmobile service, and will enable staff to work from home or other remote locations. Having laptop computers will help the library expand outreach services at locations around the county and at local special events. For example, staff will go to farmer's markets and community centers to provide residents with library cards and information. Laptops will support staff in working remotely, and align with our efforts to take the library "out" to the community to connect people to information and resources, and improve our outreach efforts. The impacts will be measured by statistics and data gathered during outreach events.

Statement of Assurance

Upload signed documents here



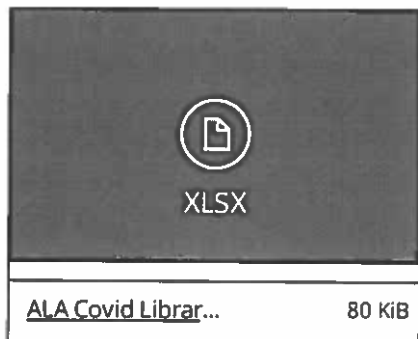
[ALA Covid Library Relief... \(1.4 MiB download\)](#)

Finalize Application

I affirm that all of the information provided in this application is true and accurate to the best of my knowledge.



Log in to libraryrelief.grantplatform.com to see complete application attachments.





Statement of Assurance for ALA COVID Library Relief Fund Application

The Statement of Assurance is required for the completion of your application. All signatures must be present and be original signatures. If the authorized representative is also the grant coordinator the person must sign for both positions. The authorized representative and fiduciary/fiscal agent representative must not be the same individual. Three names and signatures are required.

- 1- The **authorized representative** is whoever has the authority to sign contracts for the applicant library/institution, such as the Library Director, Dean or District Coordinator.*
- 2- The **grant coordinator** is responsible for managing the grant on behalf of the library and corresponding with ALA. If the grant coordinator is the same as authorized representative must sign assurance twice.*
- 3- The **fiduciary/fiscal agent representative** must be a separate person from the authorized representative. Someone who has authority/responsibility over providing funding/ oversight of funding of the library, e.g. City Manager, County CFO, School Business Manager, College CFO, Tribal CFO, Library District Finance Officer/Treasurer.]*

We the undersigned hereby certify the accuracy of the information provided in the application to the best of our knowledge. Further, we fully support the submission of this application to the ALA COVID Library Relief Fund to support the library and the activities described therein. Further, we understand that these funds are to be used for the purposes in the application. If our library is funded, we agree to participate in publicity to promote the goals of the initiative and to provide reports as outlined.

Please upload this signed document to your application before submitting.

Authorized Representative Name: Amy Dodson

Authorized Representative Title: Library Director

Library Name/Institution: Douglas County Public Library

Signature: Amy Dodson

Date: 5/19/21

Grant Coordinator Name: Amy Dodson

Grant Coordinator Title: Library Director

Library Name/Institution: Douglas County Public Library

Signature: Amy Dodson

Date: 5/19/21

Fiduciary/Fiscal Agent Representative Name: Bonnie Rogers

Fiduciary Representative Title: Chairperson, Douglas County Public Library Board of Trustees
and Institution

Signature: Bonnie L Rogers

Date: 5/19/21

CONFIDENTIAL LIBRARY RECORDS POLICY DOUGLAS COUNTY PUBLIC LIBRARY

The Douglas County Public Library will comply with the law, including confidentiality laws of federal and state governments and any lawful and appropriate court order or search warrant. We recognize our responsibility to protect the privacy of our patrons. Each order or search warrant will be dealt with on a case-by-case basis in conjunction with our legal counsel to ensure compliance with security concerns and laws as well as our confidentiality obligations.

We do not monitor what library users read or access in the library. We support the freedom to read, to view, to speak, and to participate as guaranteed by the First Amendment. We protect each library user's right to privacy and confidentiality with respect to information sought or received, and resources consulted, borrowed, acquired or transmitted. Personal identifiable information that will be protected, as defined by stated and federal law¹, includes circulation and registration records; in-person, telephone, chat, or text reference requests; hold, recall, reserve and interlibrary loan requests; server and client computer logs.

The legal custodian of records for the Douglas County Public Library is the Library Director. As the legal custodian of records, the Library Director is the person responsible for responding to any request for library records or information about a library user.

The Library Director may designate one or more library employees to serve as persons responsible for responding to any request for library records or information about a library user when the Library Director is absent or unavailable.

The circulation and registration records of the Douglas County Public Library shall not be made available to any party nor any law enforcement agency of a local, state, or federal government except when a subpoena or court order is presented to the library by the law enforcement agency seeking the records.

No library employee or volunteer may release library records or reveal information about a library user to any party or law enforcement agent unless authorized to do so by the Library Director or the Library Director's designated alternate.

In all circumstances, without exception, employees shall follow the procedures set forth in Douglas County Public Library "Procedures for Responding to Requests for Library Records and User Information", which are appended to this policy.

¹ 2 CFR §200.79.

The Library Director is responsible for ensuring that every library employee and volunteer is provided with a copy of this policy, and for ensuring that every employee and volunteer agrees to comply with the policy.

All staff shall be familiar with procedures for handling law enforcement requests. Staff training shall emphasize that it is lawful to refer the agent or officer to the Library Director and no request requires an immediate response.

Library staff and the Library's legal counsel shall be familiar with the Nevada confidentiality statute in Chapter 239 of the Nevada Revised Statutes ("NRS") which reads as follows:

"NRS 239.013 Confidentiality of records of library which identify user with property used. Any records of a public library or other library which contain the identity of a user and the books, documents, films, recordings or other property of the library which he used are confidential and not public books or records within the meaning of NRS 239.010. Such records may be disclosed only in response to an order issued by a court upon a finding that the disclosure of such records is necessary to protect the public safety or to prosecute a crime." (Added to NRS by 1981, 182)

NRS 239.014 Confidentiality of certain records collected electronically by governmental entity; list; exceptions; report to Legislature.

1. Except as otherwise provided in subsection 3, a record or portion of a record that contains personally identifiable information collected by automated means over the Internet or other digital network by a governmental entity as part of the electronic collection of information from the general public is confidential if the governmental entity determines that the disclosure of the personally identifiable information could potentially create negative consequences, including, without limitation, financial loss, stigmatization, harm to reputation, anxiety, embarrassment, fear or other physical or emotional harm, for the person to whom the information pertains.

...

5. As used in this section, "personally identifiable information" means information that, alone or in combination with other information, may be used to identify a person or an electronic device used by the person. The term includes, without limitation, the name, address, telephone number, date of birth and directory information of a person."

APPENDIX A

Procedures for Responding To Requests for Library Records and User Information

If a member of the public requests library records or personal identifiable information about a library user, employees must deny the request and provide a copy of this policy to the requestor. Library records and information about library users are not public record, and will not be released without a court order.

If a law enforcement officer requests library records or information about a library user:

- Ask for the officer's identification.
- Inform the officer that the Library Director is the individual authorized to respond to requests for records and information, and that library policy requires you to refer the officer to the Library Director.
- Refer the officer to the Library Director or to a designated alternate authorized by the Library Director to respond to requests for records and information.
- If a law enforcement officer requests library records or information about a library user or staff member and neither the Library Director nor a designated alternate is present in the library, attempt to reach the library director, a designated alternate, and/or the library's legal counsel in the District Attorney's Office.
- If you cannot reach the Library Director or a designated alternate, utilize the procedures outlined below for use by the Library Director or a designated alternate. A written report describing the officer's inquiry should be provided to the Library Director at the earliest opportunity.

Procedures for the Library Director or a designated alternate:

In all cases, ask for the officer's identification. Record the information from the identity card. If possible, ask a colleague to be present during the interview with the officer. Provide all notes and records to the library's legal counsel.

If the officer does not present a subpoena or court order, and requests voluntary assistance or warrantless searches:

- Explain the library's privacy policy, informing the officer that library records and information about library users are not made available to law enforcement agencies unless a proper court order has been presented to the library.
- If the officer persists, provide the officer with the contact information for the library's legal counsel in the District Attorney's Office, and ask the officer to speak to the library's attorney.
- If the officer claims that an emergency or other circumstance requires the library

to turn over records or provide information without a court order, call the library's legal counsel and ask for assistance.

- If the officer employs force to take possession of library records or other library property, do not obstruct the search in any way. Keep a written record describing the incident. Provide all notes and records to the library's legal counsel. If a library worker is required to respond to a voluntary request or a warrantless search in the absence of the Library Director or a designated alternate, all notes and records should be turned over to the Library Director.

If the law enforcement officer presents a subpoena or similar request for records:

- Ask for the officer's identification.
- Accept the subpoena. Inform the officer that the library's legal counsel responds to subpoenas on behalf of the library.
- Turn the subpoena over to the library's legal counsel. If a library worker accepts service of the subpoena in the absence of the Library Director or a designated alternate, the subpoena should be turned over to the Library Director.
- The Library Director will work with the library's legal counsel to respond appropriately to the subpoena.

If the law enforcement officer presents a search warrant:

- Ask for the officer's identification.
- Immediately ask the library's legal counsel to provide advice and assistance.
- Ask the officer if he or she would be willing to delay the search until the library's legal counsel arrives.
- Read the warrant and any attached documentation. Verify that it is signed by a judge and is issued by a local state or federal court. If you have questions about the validity of the warrant, call the issuing court to verify the validity of the warrant or order.
- Identify the items or records specified in the warrant. If the officer will not wait for legal counsel, you may assist the officer in locating the items or records identified in the search warrant in order to prevent review of records or items not named in the warrant.
- Do not agree to any additional searches, or volunteer information about the items or records in the warrant. Do not sign any documents on behalf of the library without the advice of the library's legal counsel.
- Ask the officers to provide an inventory of the items or records seized. Ask if it is possible to provide copies to the officers or to make copies for the library's own records.
- Do not obstruct the search in any way.
- If the law enforcement officials are unwilling to cooperate with you, simply step

aside and let them do their job. Request that the officer sign an inventory receipt for the materials. Keep a written record describing the incident.

All media communication will be conducted by the Library Director, in adherence with the Library's External Communications Policy.

LIBRARY BOARD OF TRUSTEES
APPROVED 2007, FEBRUARY 26, 2013

DRAFT

READING HISTORY RETENTION POLICY
DOUGLAS COUNTY PUBLIC LIBRARY

The Douglas County Public Library recognizes our responsibility to protect the privacy of our patrons as delineated in Nevada Revised Statute 239.013.

***NRS 239.013 Confidentiality of records of library which identify user with property used. Any records of a public library or other library which contain the identity of a user and the books, documents, films, recordings or other property of the library which he used are confidential and not public books or records within the meaning of NRS 239.010. Such records may be disclosed only in response to an order issued by a court upon a finding that the disclosure of such records is necessary to protect the public safety or to prosecute a crime.
(Added to NRS by 1981, 182)***

DCPL does not monitor what library users read or access. The Library supports the freedom to read, to view, to speak, and to participate as guaranteed by the First Amendment. Although the circulation system operated by the Douglas County Public Library may allow retention of a Reading History for a particular patron, this reading history will not be retained except under certain narrowly defined conditions. Such conditions include:

- A. Homebound Patrons – Homebound Patrons may request a waiver of this policy. The requesting patron must sign a written waiver which will be kept on file by the Library. Before such a record is compiled, library staff will explain the possibility of such records being seized by law enforcement officials and that, if such records are seized pursuant to the U.S.A. Patriot Act, library staff is forbidden from notifying the patron of the seizure.

Any authorized Reading History will be deleted upon request by the patron or upon closure of the patron account.

- B. Internal Library Accounts – Library staff may use a Reading History feature of the ILS to retain information about items that are checked out on internal library accounts such as Programs, Repair, and similar accounts that are not associated with an individual borrower.

**UNATTENDED CHILDREN POLICY
DOUGLAS COUNTY PUBLIC LIBRARY**

The Douglas County Public Library welcomes youth of all ages. The library is a busy public facility and may present hazards for unsupervised children.

The American Library Association's Library Bill of Rights states: *A person's right to use a library should not be denied or abridged because of origin, age, background, or views.*

The library is not a substitute for child care.

No child aged nine (9) or under may be left unattended in any area of the library. Children nine (9) years of age and younger must be supervised by a parent, guardian, or caregiver who is able to attend to the child's safety and ensure appropriate behavior. Exceptions may be made at the discretion of library management.

Neither Douglas County nor the library staff has custodial responsibility for unattended children. Library staff does not assume liability for children who are left unattended.

If a child aged nine (9) years or younger is found to be unattended in the library, staff will attempt to find the child's parent, guardian, or caregiver. If the staff cannot locate a parent/guardian, local law enforcement will be contacted for assistance.

If any child is left at the library at closing time, the library staff will attempt to reach the parent/guardian. If the parent/guardian cannot be reached, local law enforcement will be contacted for assistance.

**LIBRARY BOARD OF TRUSTEES
APPROVED 1992, 1997, 2004, 2008, MAY 28, 2013**

**DOUGLAS COUNTY PUBLIC LIBRARY
WORK WEEK & HOLIDAYS POLICY**

As a department of Douglas County, the Douglas County Public Library follows the applicable requirements of the Fair Labor Standards Act, and follows the work week and payday schedule set forth by Douglas County administration.

In following the policies and procedures established by Douglas County, the library's official work week is designated as Saturday through Friday.

Every year by November, the Library Board of Trustees will establish the days the libraries will be closed for holiday observance for the upcoming year.

Because the library's days of operation include Saturdays, and the official Douglas County holiday schedule is based on a Monday through Friday schedule of operation, there are times when the library is closed on different days for holidays. This rule applies to holidays that occur on Saturdays and Sundays. In those cases, the library closes on the County holiday and on the actual holiday. For example, if Christmas occurs on a Saturday and the county's official closing day is Friday, December 24, the library will be closed on December 24 and December 25. Employees will have the option to either use annual leave or to work their full schedules within the holiday week.

Both the main library in Minden and the Lake Tahoe Branch Library observe Nevada Day with other Douglas County offices on the last Friday in October. The Library closes on Nevada Day and the Saturday following Nevada Day. All employees will be given the opportunity to work their full schedules Monday through Thursday of Nevada Day week, or use annual leave hours.

Both the main library in Minden and the Lake Tahoe Branch Library close at 2:00 PM on the day before Thanksgiving Day. Employees will have the option to either use annual leave or to work their full schedules within the holiday week.

Both the main library in Minden and the Lake Tahoe Branch Library close at 2:00 PM on the day before Christmas and the day before New Year's Day. If the library is closed on Christmas Eve and New Year's Eve, then the libraries will close at 2:00 PM on the day before Christmas Eve and the day before New Year's Eve. Employees will have the option to either use annual leave or to work their full schedules within the holiday week.

LIBRARY BOARD OF TRUSTEES

APPROVED 1993, 1997, 2002, 2007, 2013, MARCH 28, 2017

DOUGLAS COUNTY PUBLIC LIBRARY WEEDING POLICY

1. POLICY OVERVIEW

The Douglas County Public Library is committed to maintaining a collection that supports the educational and recreational needs of the community. Weeding is an essential aspect of maintaining a healthy, relevant and up-to-date collection. It is the policy of the Douglas County Public Library to withdraw materials in accordance with the American Library Association's *Guide to Review of Library Collections: Preservation, Storage, and Withdrawal*.

2. RESPONSIBILITY FOR THE COLLECTION

The Library Director will delegate to staff the responsibility of reviewing specific areas periodically, but recommendations are subject to final review by the Director. Weeding will be done without bias by staff, whose personal interests will not conflict with the weeding criteria. The Douglas County Public Library will attempt to fully weed their collection once every year, as time allows, to preserve the integrity and maintenance of their collection.

3. WEEDING CRITERIA

Materials are candidates for weeding if they are:

- Worn or damaged beyond repair (e.g. mildewed, falling apart, etc.)
- Duplicate titles no longer in demand
- Outdated or factually inaccurate information (technology, medicine, law, etc.)
- Unused, based on circulation reports (except literary classics or books with historical significance)

4. DISPOSAL

The Library Director and assigned staff will determine how materials are discarded. Any materials that are severely damaged will be disposed of. The library will attempt to repurpose withdrawn materials, when appropriate. When all other options have been exhausted, withdrawn materials will be recycled.



Director's Monthly Report – May 2021

➤ **Library Operations**

- Usage of the curbside pick-up service is decreasing. Patrons continue to give us positive feedback.
- Visits to the Minden Library, Lake Tahoe Library, and the bookmobile are increasing steadily every week.

➤ **Library Staff**

- A staff meeting was held on May 14. We reviewed various library services and procedures.
- A part-time Library Page has been hired. Corona McAfee starts work on May 24. One Library Page position is still vacant, but will be available July 1.
- Laura Treinen and Julia Brown attended the Supervisory Management training offered by Douglas County.

➤ **Library Programs**

- Bookmobile stops have increased and the visitations are increasing as well. We have greeted at least 100 patrons in the past 7-10 days.
- The Director and staff are working on a long-term fiber optic internet connectivity project. Working with the Douglas County School District IT department and Douglas County IT administrators, future broadband improvements throughout the County are being discussed as part of a newly-formed Broadband Action Committee. As part of the discussions, the NV System of Higher Education (NSHE) reached out to the library about connecting the Minden Library to existing fiber optic cables. This would potentially provide the library with free and improved internet service. This could potentially be a wonderful opportunity for the library.

➤ **Library Administration**

- The Library and the Douglas County HR Department have opened applications for volunteers. The HR department now manages and oversees the volunteer program; the library will continue to schedule and train library volunteers. The online application for new and returning volunteers is now available at <https://www.governmentjobs.com/careers/douglasconv/transferjobs>.
- Chairperson Rogers and I attended the first meeting with Moss Adams and county administration to discuss the upcoming Organizational Review. They plan to start working with the staff and library board within the next 2-3 weeks, and will have the review completed by August. They will be contacting Library Trustees and staff individually.

Circulation by Collection

April 2021

Collection	Location	
	Minden	Lake Tahoe
Adult Audiobook	624	14
Adult Biography	114	2
Adult CD Non-Fiction	25	0
Adult DVD	822	43
Adult Fiction	2816	153
Adult Launchpad	4	0
Adult Magazines	0	1
Adult Music	54	14
Adult Non-Fiction	1093	46
Adult Spanish	1	0
Children's Audiobook	95	26
Children's Biography	32	3
Children's DVD	292	11
Children's Fiction	580	57
Children's Launchpad	16	0
Children's Music	11	0
Children's Non-Fiction	671	42
Children's Oversize	6	0
Children's Spanish	11	0
Easy Reader	306	12
Equipment	5	0
Exam Books	1	0
Large Print	820	12
Mobile Devices	0	0
Nevada	15	9
Picture Books	1213	72
Video Games	13	0
Young Adult	196	7
Graphic Novels	143	0
Young Adult Launchpad	1	0

Hoopla

eAudiobook	706	Movie	82
Adult Non-Fiction	145	Adult Non-Fiction	16
Adult Fiction	455	Adult Fiction	57
Juv Non-Fiction	4	Juv Non-Fiction	0
Juv Fiction	102	Juv Fiction	9
eBook	309	Television	126
Adult Non-Fiction	60	Adult Non-Fiction	30
Adult Fiction	216	Adult Fiction	94
Juv Non-Fiction	9	Juv Non-Fiction	0
Juv Fiction	24	Juv Fiction	2
Comics	40	Music	73
Adult Non-Fiction	1	Adult	57
Adult Fiction	23	Juv	16
Juv Non-Fiction	1		
Juv Fiction	15	Total Circulation	1,336

Overdrive/Libby

eAudiobook	453
eBook	405
Adult	759
Juv	69
Young Adult	30
Total Circulation	858

ALAAmericanLibraryAssociation

2021

STATE OF AMERICA'S LIBRARIES

SPECIAL REPORT: COVID-19



EDITOR'S NOTE

Nothing about 2020 was business as usual in any part of American society, and libraries and their workers, users, and services were all deeply impacted by the pandemic. In reflecting on the year, the only way to tell the stories of America's libraries is through the lens of the challenges and opportunities presented by COVID-19.

Every year, *The State of America's Libraries* report aims to present a complete picture of the activities and trends in libraries of all kinds during the previous calendar year. This year, we are taking a different approach. Rather than a broad focus, we have narrowed our scope, and the result, we hope, provides library users a more nuanced understanding of the impact of COVID-19 on libraries in their schools, communities, and campuses and offers library workers, and everyone associated with the profession, some insight into best practices during an extraordinary and challenging year.

Although there are statistics and figures in this report, our primary goal was to spotlight the resilience, determination, and innovations of library workers in unprecedented circumstances. These human stories, ultimately, can tell us more than numbers ever could.

Writing a report about the impact of the pandemic on libraries while we are still in the thick of it is a bit like flying a plane while still building it. We know that we cannot possibly capture everything that happened in 2020. Our hope, instead, is to provide a snapshot of a moment in time that might encourage conversation, reflection, and ultimately, action. While historical in nature, this report is also about change and perseverance. We hope it will inspire appreciation for the essential role that libraries play in our world and persuade you to take steps to help them thrive.

Stephanie Hlywak

Director, Communications and Marketing Office
American Library Association



STATE OF AMERICA'S LIBRARIES 2021

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ABOUT THIS REPORT

This report would not be possible without the support and contributions of the staff and members of the following American Library Association (ALA) divisions and offices:

- ALA Editions
- American Association of School Librarians
- Association for Library Service to Children
- Association of College and Research Libraries
- Chapter Relations Office
- Communications and Marketing Office
- Core: Leadership, Infrastructure, Futures
- International Relations Office
- Library and Information Resource Center
- Office for Diversity, Literacy, and Outreach Services
- Office for Human Resource Development and Recruitment
- Office for Intellectual Freedom
- Office of ALA Governance
- Public Library Association
- Public Policy and Advocacy Office
- Public Programs Office
- Reference and User Services Association
- United for Libraries
- Young Adult Library Services Association

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ABOUT ALA

American Library Association (ALA) is the foremost national organization providing resources to inspire library and information professionals to transform their communities through essential programs and services. For more than 140 years, ALA has been the trusted voice of libraries, advocating for the profession and the library's role in enhancing learning and ensuring access to information for all. For more information, visit ala.org.

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HOW TO CITE THIS REPORT

American Library Association. The State of America's Libraries 2021: A Report from the American Library Association. Steve Zalusky. <https://bit.ly/soal-report-2021>.

INTRODUCTION

LIBRARIES SERVE AS “FIRST RESTORERS”

Julius C. Jefferson, Jr., ALA President

In 2020, libraries of all types stepped up to meet the needs of their communities as they responded to the impacts of COVID-19, a national financial crisis, and social unrest. They were at the center of some of our nation’s most consequential work, including supporting accurate counts in the US Census, fighting political disinformation, and facilitating free and fair elections.

Libraries also extended necessary lifelines to community members facing job losses, healthcare crises, and remote work and learning during an unprecedented and uncertain time. As we assess the state of America’s libraries, we find 2020 was a year when library professionals answered the call to serve amid multiple emergencies and a year when library workers again proved to be essential “first restorers” or “second responders.”

It also proved to be a year of opportunity, as libraries kept Americans connected in ways that brought our communities closer. Buildings may not have been open, but libraries were never closed.

I was lucky enough to see this work in action myself when I embarked on a [national virtual tour](#) meant to understand the needs of libraries on the ground. What I saw was awe-inspiring, even for someone like me who has spent decades in the profession.



Libraries kept Americans connected in ways that brought our communities closer. Buildings may not have been open, but libraries were never closed.

At the [Cambria County \(PA\) Library in Johnstown](#), for instance, workforce development programs, services, and local partnerships supported patrons with finding jobs and building careers. At the time of my visit with them, the state’s unemployment rate was 16 percent, and the library’s career center was essential for residents seeking economic advancement, digital literacy, and professional certifications.

Rural communities across the country faced and continue to confront tall hurdles to connect residents often scattered over large geographic areas. In [Zanesville, Ohio, the Muskingum County Library’s](#) parking lot was filled most days with families, jobseekers,

telecommuters, and students taking advantage of free Wi-Fi to participate in Zoom meetings, distance learning, job interviews, and telemedicine appointments.

From the Midwest to the Southwest (and everywhere in between), people who didn’t have access to reliable, affordable broadband internet found themselves on the wrong side of the digital divide. In 2018, the Federal Communications Commission estimated that more than one in three residents living on tribal land lack access to broadband. During the pandemic, rural New Mexicans used the [Jemez Pueblo Community Library’s](#) parking lot to access Wi-Fi, and librarians there helped community members with



Libraries Transform graphic.



Jemez Pueblo Community Library.

PHOTO COURTESY OF JEMEZ PUEBLO COMMUNITY LIBRARY

unemployment and stimulus forms and even auto license renewals.

Social justice is an issue that is close to my heart, and as the nation faced a racial reckoning, the work of our libraries as centers for engagement and community dialogue came into sharper focus. The John Brown Watson Memorial Library at the University of Arkansas at Pine Bluff, a historically Black university, takes its role in preserving history that is not always visible in white institutions very seriously. In Oakland, California, community programming like the Father Circle, a non-judgmental family setting where fathers can share their feelings, and bike repair workshops that resist gentrification and support youth entrepreneurship are just two examples of the countless ways libraries demonstrate their commitment to diversity and community empowerment.

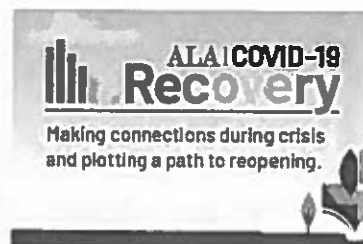
Of course, we can't speak of the past year without acknowledging the significant role of school librarians in supporting their community's remote learning needs.

In Texas, I met creative and innovative librarians like those at Castleberry Independent School District's Grab & Go Library, who provided families with activity packs so they could create and learn at home, and at Dallas's Franklin Middle School, who distributed laptops to students when in-person learning was cut short by lockdown orders.

In Hawaii, school librarians had to be flexible long before coronavirus made remote learning the default for students across the country. School librarians at Kamehameha Schools told me students are offered three modalities of learning—traditional in-class instruction, distance learning, and a blend of both—because some of the students travel as far as sixty-eight miles just to get to school.

As we move into the future, I realize that last year was not the first time librarians and library workers have been challenged. Yet libraries are still standing. Read on for more about how these fundamental institutions are serving our communities during a most unusual time. And I hope you'll join me in advocating for their success. ▸

FOR MORE ON HOW STRONG LIBRARIES—and a well-supported library workforce—are essential to the recovery of communities devastated by the COVID-19 pandemic, check out resources developed and updated by units across the American Library Association designed to help communities, library workers, and library supporters plot the best course forward for their libraries. See ala.org/tools/covid-19-recovery.





CENSORSHIP BY THE NUMBERS

Books unite us. They reach across boundaries and build connections between readers. Censorship, on the other hand, divides us and creates barriers. In 2020, 273 books were affected by censorship attempts. **Learn more at ala.org/bbooks.**

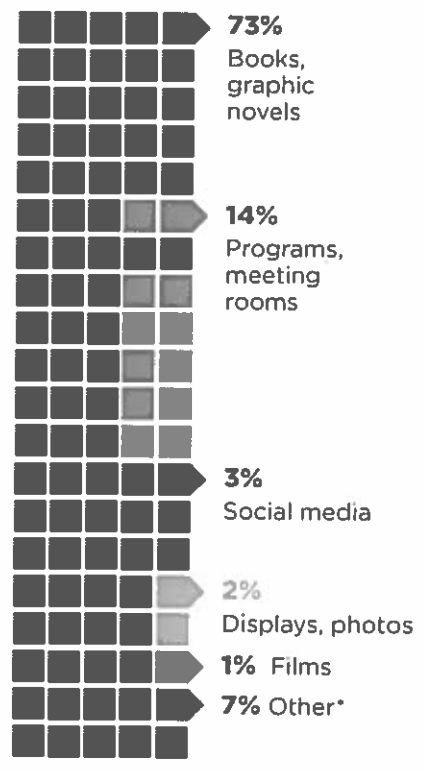
REASONS FOR CHALLENGES



Each word and phrase in this graphic is cited from 2020 censorship reports

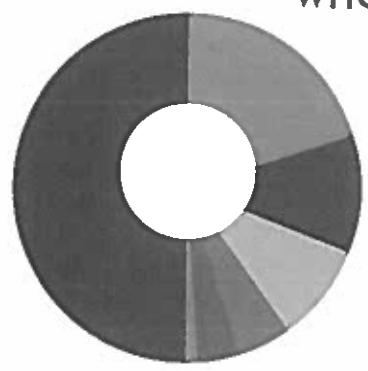
BOOKS AND BEYOND

The ALA's Office for Intellectual Freedom tracked 156 challenges in 2020. Here's the breakdown:



* Includes filtering, access, databases, magazines, online resources, legislation

WHO INITIATES CHALLENGES?

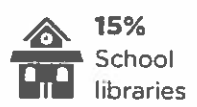
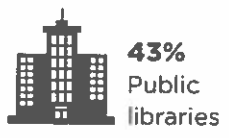


- 50% Parents
- 20% Patrons
- 11% Board/administration
- 9% Political/religious groups
- 5% Librarians/teachers
- 4% Elected officials
- 1% Students

Statistics based on 147 responses

WHERE DO CHALLENGES TAKE PLACE?

Statistics based on 156 responses



TOP 10 MOST CHALLENGED BOOKS OF 2020

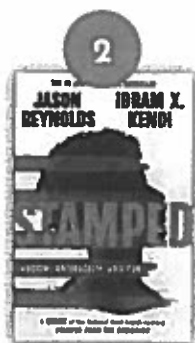
The American Library Association tracked 156 challenges to library, school, and university materials and services in 2020. A challenge is an attempt to remove or restrict materials or services based on content. Overall, 273 books were targeted. Here are the “Top 10 Most Challenged Books in 2020,” along with the reasons cited for censoring the books:



George

by Alex Gino

Challenged, banned, and restricted for LGBTQIA+ content, conflicting with a religious viewpoint, and not reflecting “the values of our community”



Stamped: Racism, Antiracism, and You

by Jason Reynolds and Ibram X. Kendi
Banned and challenged because of author’s public statements and because of claims that the book contains “selective storytelling incidents” and does not encompass racism against all people



All American Boys

by Jason Reynolds and Brendan Kiely
Banned and challenged for profanity, drug use, and alcoholism and because it was thought to promote anti-police views, contain divisive topics, and be “too much of a sensitive matter right now”



Speak

by Laurie R. King
Banned, challenged, and restricted because it was thought to contain a political viewpoint, claimed to be biased against male students, and for the novel’s inclusion of rape and profanity



The Absolutely True Diary of a Part-Time Indian

by Sherman Alexie
Banned and challenged for profanity, sexual references, and allegations of sexual misconduct by the author



Something Happened in Our Town: A Child's Story About Racial Injustice

by Marianne Celano, Marietta Collins, and Ann Hazzard, illustrated by Jennifer Zivoin

Challenged for “divisive language” and because it was thought to promote anti-police views



To Kill a Mockingbird

by Harper Lee
Banned and challenged for racial slurs and their negative effect on students, featuring a “white savior” character, and its perception of the Black experience



Of Mice and Men

by John Steinbeck
Banned and challenged for racial slurs and racist stereotypes and their negative effect on students



The Bluest Eye

by Toni Morrison
Banned and challenged because it was considered sexually explicit and depicts child sexual abuse



The Hate U Give

by Angie Thomas
Challenged for profanity, and it was thought to promote an anti-police message



OFFICE FOR
Intellectual Freedom
American Library Association



Staffers at Chicago Ridge (IL) Public Library, which closed its doors March 16 because of COVID-19, advertise the library's remote-reference services in a group Zoom call. PHOTO: CHICAGO RIDGE (IL) PUBLIC LIBRARY

LIBRARY USE AND ACCESS

During times of crisis, libraries take pride in staying open as vital community centers.

The novel coronavirus made gathering together indoors unsafe, however, and in March, out of concern for the safety and well-being of library staff and the communities they serve, many libraries closed their doors to the public, a move supported by the Executive Board of the American Library Association (ALA). They wrote, "Although closing a library is a local decision, we urge library administrators, local boards, and governments to close library facilities until such time as library workers and our communities are no longer at risk of contracting or spreading the COVID-19 coronavirus."

For libraries, however, closing didn't mean shutting down; rather it required finding new ways to serve and continue supporting their communities—often at a distance.

PUBLIC LIBRARIES PIVOT

The Public Library Association (PLA), an ALA division, conducted a survey March 24–April 1 to understand how

public libraries were responding to the pandemic. Although 99 percent of respondents confirmed that their libraries had closed, most of them had extended online renewal policies, expanded online checkout services, and added virtual programming.

Many distributed such materials as free craft supplies and STEAM (science, technology, engineering, arts, and mathematics) kits, supported distance learning, and, significantly, boosted their technology offerings by checking out laptops and Wi-Fi hotspots and extending Wi-Fi to their parking lots.

Emblematic of the trend, the McArthur Public Library in Biddeford, Maine, offered virtual storytimes, read-alouds, and cooking demos.

Still, as centers of lending, libraries also had to develop new policies for handling library materials. The Bertha Bartlett Public Library in Story City, Iowa, was among those that devised a detailed procedure for handling books and money to keep staff and the public safe.

Respondents to the PLA survey expressed concern about the loss of tax revenue and the strain on their budgets.

Many responded they would need state and federal financial support because local governments were stretched thin.

A few libraries managed to stay open. At the Idaho Falls (ID) Public Library, which canceled its programming but remained open to the public for browsing, checkout, and computer use, Director Robert Wright told *American Libraries* magazine, “We’re paid to be public servants, and we are leaving the decision about whether to open or close to the people who are experts in epidemiology.”

Wright’s library followed recommended social-distancing measures, including moving furniture to maintain six feet distance between patrons and staff, directing employees to stay six feet away from each other, sanitizing surfaces every ninety minutes, placing returned materials in quarantine for five days, and offering curbside checkout service on request.

Even for libraries that were closed but offered curbside pickup, concerns about safety preoccupied workers. Meagan McLendon, library assistant at the Kyle (TX) Public Library, pointed out that part-time employees posed the greatest threat for COVID-19 transmission. “A lot of us have other jobs [such as pizza delivery], and we take those jobs into this job,” she told *American Libraries*.

COLLEGE, RESEARCH, AND SCHOOL LIBRARIES PROVE RESILIENT

It wasn’t just public libraries that felt the impact of COVID-19. A survey developed by Lisa Janicke Hinchliffe (University of Illinois at Urbana–Champaign) and Christine Wolff-Eisenberg (Ithaka S+R) chronicled the impact of the pandemic on academic libraries. It found that libraries pivoted reference services to online or phone delivery. Meanwhile, access to print collections, whether onsite or via



Delray Beach (FL) Public Library staffers, wearing masks and face shields, welcomed users back on May 21 to a partially reopened building. Stacks were closed, a limited number of computers were available, and each visitor could stay an hour. The first people to enter were homeless and others needing access to free computers and internet. PHOTO COURTESY OF ROBYN HUFF

delivery, declined significantly. An ALA survey showed that more than half of college and research libraries had seen eliminations or reductions in planned hiring, professional development funding, print collection budgets, and program budgets.

School librarians demonstrated their resourcefulness, despite the fact that two-fifths of school libraries did not expect to reopen during the 2019–2020 school year. Vancouver, Washington, librarian Traci Plaster Chun said, “We have been supporting parents in this pandemic, which has been a shift. Teachers and parents are working so hard; I feel it’s my role to help make their jobs easier with tech, resources, e-books, and whatever they need. We know our students, our curriculum, our teachers, and so it makes sense that we jump in. We can personalize for our families.” Van Meter (IA) Community School District librarian Shannon McClintock Miller hosted webinars to spark ideas and share best practices. ▶

HOW AND WHEN TO REOPEN

Guidelines for reopening were developed by Theresa Chmara, an expert on First Amendment and public forum issues related to libraries and general counsel for the Freedom to Read Foundation, and approved by the ALA’s Intellectual Freedom Committee in June. The guidelines included reviewing federal, state, and local laws, including agency recommendations, such as those of the Centers for Disease Control and Prevention and the Occupational Safety and Health Administration. It also addressed such questions as whether a public library can terminate an employee who refuses to return to work and whether it has the authority to mandate mask-wearing for patrons or employees.



FEDERAL FUNDING AND LEGISLATION

Libraries, which provide a lifeline to communities coping with the ravages of COVID-19, received a much-needed boost from the federal government early in the pandemic.

In March, the Coronavirus Aid, Relief, and Economic Security (CARES) Act, a \$2.2 trillion economic stimulus package, included \$50 million for the Institute of Museum and Library Services (IMLS), which then distributed the funds to help states and territories expand digital network access, purchase internet-accessible devices, and provide technical support services to their communities.

The institute's activities also included the REALM (REopening Archives, Libraries, and Museums) project—in conjunction with OCLC, a bibliographic information organization, and the Battelle Memorial Institute in Columbus, Ohio—to produce science-based information

about how materials can be processed to mitigate COVID-19 exposure to staff and visitors of archives, libraries, and museums.

The need for federal assistance grew urgent as thousands of library staff were furloughed or laid off due to COVID-19 and the demand for library services increased.

The CARES Act created the Paycheck Protection Program (PPP), which provided loans to help businesses—including libraries—weather the financial crisis due to the

The CARES Act included \$50 million for the IMLS, which then distributed the funds to expand community internet access.

economic slowdown. PPP funds could be used to pay staff, and many libraries accessed these forgivable loans that proved to be vital assistance for many organizations.

In July, Sen. Jack Reed (D-RI) and Rep. Andy Levin (D-MI) introduced in their respective chambers the Library Stabilization Fund Act (LSFA) to establish a \$2 billion fund, administered by IMLS, to address financial losses and bolster library services, with an emphasis on the hardest-hit communities. The LSFA would have supported library operations and such urgent technology needs as broadband access and digital literacy training. It would have also provided funds for hotspots, laptops, printers, and other technology.

CONGRESS ACTS TO SUPPORT LIBRARIES

In December, for the eighth consecutive year, Congress increased appropriations to IMLS. The Consolidated Appropriations Act for 2021, passed on December 21 along with a \$900 billion stimulus relief package for COVID-19, included an additional \$5 million for IMLS, including \$2 million for the Library Services and Technology Act (LSTA). Appropriations for 2021 include increases for other library line items, including \$28 million for the Innovative Approaches to Literacy program, an increase of \$1 million, with at least half of this funding dedicated to school libraries. ▶

READERS BENEFIT FROM CHANGES TO E-BOOK LENDING

Readers who relied on e-books from libraries to stay well-read during the pandemic saw waiting lists for some top titles decrease significantly. That's because one of the big five publishers, Macmillan Publishers, announced it would end an embargo on sales of new titles to libraries, which had resulted in six-month-plus waiting lists for new releases.

In a statement, ALA Director of Public Policy and Government Relations Alan Inouye said, "Equitable access to digital content is more important than ever as libraries continue to serve their communities amid rapidly changing circumstances."

Publisher Penguin Random House (PRH) also made changes so that libraries could better afford to provide access to the digital content its users needed. In April, PRH announced that it was offering libraries e-book and digital audio book licenses for one year at a 50 percent prorated price, a move necessary to "meet the needs of patrons and homebound school kids," said Skip Dye, senior vice-president.

#eBooksForAll

ALA American Library Association



From left: ALA Past President Loida Garcia-Febo; former PLA Executive Director Barb Macikas; ALA Past President Sari Feldman; Alan S. Inouye, ALA senior director of public policy and government relations; and Tim Cherubini, executive director of the Chief Officers of State Library Agencies, outside the offices of Macmillan Publishers on October 30, 2019.

PHOTO: DANIEL ROOT



WI-FI AND BROADBAND ACCESS

In the pre-COVID-19 era, America's 16,557 public library locations provided critical digital infrastructure to their communities. For many, the library's computers were their personal computers. Libraries offered internet hotspots to borrow, promoted digital literacy through specialized training, and assisted careers by allowing job seekers to access crucial online information.

Throughout the pandemic, the library's role as a digital provider widened. The American Library Association (ALA) recognized the importance of libraries as broadband service points early in the crisis. In a March statement, the [ALA Executive Board recommended](#) that "libraries can and should leave their Wi-Fi networks on even when their buildings are closed wherever possible."

During the pandemic, libraries like rural Marathon County (WI) Public Library and suburban Cuyahoga County (OH) Public Library compensated for closures by [making their Wi-Fi networks accessible to patrons](#) outside the building. Library users could sit in or near their cars and tap into the networks with laptops or smartphones, as long as they maintained six feet of social distance from passersby.

The Leominster (MA) Public Library took it one step further, installing mobile hotspots at the local senior center and veterans' center.

Santa Fe (NM) Community College and Pima (AZ) Community College [played a vital role during the pandemic](#) for students and communities that didn't have reliable internet access. They purchased and lent out hundreds of laptops and dozens of portable Wi-Fi hotspots. Expanded Wi-Fi also allowed students to safely access the internet outside closed buildings from the parking lot or other outdoor spaces.

The bookmobile, the classic vehicle for library outreach, [reinvented itself as a conveyor of broadband](#) to communities in need. Williamsburg (VA) Regional Library parked its bookmobile outside schools, grocery stores, and community centers, while the Topeka and Shawnee County (KS) Public Library deployed its bookmobiles as Wi-Fi hotspots to a local mobile home park and a correctional facility.

INEQUITIES LAID BARE

But even as libraries responded to the call, inequities in allocation were exposed—gaps that would affect communities in need of broadband during the pandemic for access to digital collections, e-government services, legal information, distance learning, telemedicine, and other essential community services.

The COVID-19 outbreak exacerbated these inequities. About 25 percent of Americans lack high-speed internet access at home, according to a [June 2019 study](#) by the Pew Research Center. Roughly 33 percent of rural Americans lack home broadband access.

In a [September case study](#) of two tribally owned and operated networks, the ALA Public Policy and Advocacy Office reported that barely half of Native Americans living on tribal lands had access to high-speed internet. Six tribal libraries and two schools in six pueblos in north-central New Mexico aggregated their demand and built two sixty-mile fiber-optic networks. During the pandemic, [tribal libraries stepped up significantly](#) to form partnerships to connect diverse populations with broadband.

In Washington, DC, lawmakers proposed [several bills to address broadband needs](#), including the Health and Economic Recovery Omnibus Emergency Solutions (HEROES) Act, passed by the House in May, which would have provided \$2 billion for hotspots and other devices for library patrons and K–12 students. This bill was never brought up for consideration in the Senate.

LEARNING GOES VIRTUAL

When learning moved online, school libraries like those in the Leander (TX) Independent School District [became tech hubs for teachers and students](#). There, librarians helped guide teachers during the initial weeks of the pandemic, sitting in on staff meetings, helping set up Google classrooms and Zoom calls, answering copyright questions, and curating digital resources.

“Everyone in the school turns to you,” when dealing with computers and setting up online learning, said Four Points Middle School librarian April Stone. “Librarians stepped in to help teachers navigate those new tools and shift what they were doing physically versus virtually. We



Eletha Davis, mobile library services outreach manager at Williamsburg (VA) Regional Library, drives a van that provides Wi-Fi. PHOTO COURTESY OF BETSY FOWLER

were always on the front lines for campus tech anyway, and it's the librarians helping not only navigate Zoom, but also best practices on how to use the tools.”

When its physical locations closed, the [Florida State University \(FSU\) Libraries demonstrated](#) the crucial educational role academic libraries play on their campuses. It began providing electronic resources, online instructional support, open education resources, online tutoring, and other remote services. FSU librarians also helped instructors identify digital, open, and primary-source resources to use in remote teaching.

Meanwhile, advocates called for the Federal Communications Commission to boost broadband connectivity during the pandemic to help school libraries. [FCC Commissioner Jessica Rosenworcel recommended](#) the FCC expand its E-Rate program, a subsidy created in 1996 for K–12 schools. She warned that without action students nationwide could be locked out of their virtual classrooms. ▶

ENHANCING OPPORTUNITIES FOR SOCIAL MOBILITY

Estill County (KY) exemplifies the challenges many underserved communities face. “Grandkids are being raised by their grandparents by the hundreds Seven out of ten kids qualify for free lunch at school. Only 7.3 percent of homes have broadband access,” said Lesa Ledford of the Estill County Public Library. Getting more people online in her community means more opportunities for residents to access education, entrepreneurship, and employment—all essential to achieving social mobility. When informed her library would receive a [grant](#) that includes internet enabled hotspots, funding for financial literacy programming, and more she said, “This grant will change lives.”

ADVOCACY IN ACTION

The pandemic created many financial challenges for libraries, and library supporters mobilized to advocate for continued library funding. Their efforts resulted in an enthusiastic response from a public eager to support libraries, especially at the polls.

In more than 100 library-related referenda across 27 states, more than 90 percent of voters supported the library. In Ohio, 31 of 32 referenda passed, while in Michigan, 18 of 20 met with approval.

Public libraries reaped the benefits. In Antioch, Illinois, residents decided to issue \$9.6 million in bonds to upgrade the village's public library. The Riverside (IL) Public Library passed a referendum that overwhelmingly supported a bond issue for a new storytime and multipurpose room, a common area for children and youth services, a teen room, and an area for middle schoolers, along with an upgraded public meeting room. In Arizona, an education funding measure passed that could raise as much as \$827 million a year, with a portion of the funding earmarked for school librarians.

College libraries benefited at the polls as well. Measure Y passed in Glendora, California, allowing Citrus Community College District to issue \$298 million in general obligation bonds that generated \$16.3 million annually for projects, including the replacement of an existing library.

DEMONSTRATING THE VALUE OF LIBRARIES

Advocates developed new and effective strategies to highlight the value of libraries and library staff. Academic librarians gathered data that made the case to university administrators for prioritizing library workers' employment security. In particular, they used metrics to demonstrate the long-term costs associated with furloughs or layoffs.

United for Libraries, a division of the American Library Association (ALA), offered free webinars to promote ways that foundations and Friends of the Library groups could support their libraries during COVID-19. They offered advice on how to approach advocacy during a time of crisis, how to craft messages for success, and how to stay engaged with supporters and the community during the pandemic.

One librarian who kept in touch with her community during the pandemic was Michelle Jeske, Denver city librarian and president of ALA's Public Library Association. In October, Jeske wrote a "Dear Library Community" letter that pointed out the ways the library had served the community since it closed its doors seven months before. She wrote, "This pandemic has changed almost everything about all of our lives and has been challenging for all of us. We know the community relies on us for resources, services, programs, and safe spaces. Please know that your library is still here for you, just in different ways."

The pandemic called attention to the need for self-advocacy on the part of library workers. In her column in *American Libraries* magazine, Meredith Farkas, faculty librarian at Portland (OR) Community College, wrote, "I know many library workers who are fierce advocates for their patrons but are far more reticent when speaking up for their own well-being." She wrote about the valuable training provided by the Library Freedom Institute, founded by librarian and internet activist Alison Macrina with the support of the Institute of Museum and Library Services, and pointed out the importance of strong online communities to promote collective action and self-advocacy. ▶



Fund Libraries graphic.

FUNDRAISING IN UNUSUAL TIMES

Public measures were supplemented by volunteer fundraising efforts, which continued unabated although COVID-19 had forestalled such fundraising staples as book sales. The King County (WA) Library System Foundation adapted by running a virtual giving campaign that used such tactics as email campaigns and social media posts, as well as the more traditional direct mail. The campaign generated \$110,000.



LIBRARY PROGRAMS

Although most library buildings closed as communities went into lockdown, library workers devised innovative outreach strategies to meet the needs of their many constituencies. From analog letters and alternate realities to birds and boats, librarians showcased their innovation under some of the most challenging circumstances.

The Lewis and Clark Library in Helena, Montana, for example, reached out to seniors in isolation at assisted living facilities, helping children to send cards, postcards, drawings, and words of encouragement to residents as part of its “Mail to Our Seniors” program. A virtual karaoke event organized by Madison County (KY) Public Library, was music to the ears of those at a local assisted living community.

One librarian leveraged the popular video game *Animal Crossing: New Horizons* to engage players via this virtual community. In the game, players move to a deserted island, construct buildings and infrastructure, and create their own furniture and decorations. Players across the world can then visit each other’s islands. When Tina Chenoweth logged on to start construction on her island, the young adult services manager at the Baxter-Patrick James Island branch of Charleston County (SC) Public Library chose to construct a library, complete with a children’s room. The library’s patrons responded enthusiastically, visiting the island and donating virtual items to the space.

While Chenoweth used a virtual space to build her library, Johnson Elementary School Librarian Rebecca Flowers and woodworker Kevin Cwaline created a

library out of the natural habitat of their backyard in Charlottesville, Virginia. Inspired by a Norwegian café-themed birdfeeder that went viral the year before, the Bird Library pre-dated the pandemic but found grateful audiences while people were in quarantine. It features handmade, bird-sized bookshelves and a circulation desk strewn with birdseed.

Academic libraries are known for supporting students during stressful academic stretches. When finals moved online, Florida State University Libraries made its end-of-semester stress busters digital. Students could participate in an online escape room, play quarantine bingo, or learn how to tie-dye at home.



Online karaoke with seniors. COURTESY MADISON COUNTY PUBLIC LIBRARY

SCHOOL LIBRARIES BRIDGE THE DISTANCE

School libraries quickly pivoted their instructional roles when students moved to online learning. Calvert County (MD) Public Schools, for one, transitioned many pre-COVID-19 activities, such as the Amazing Race scavenger hunt and National History Day online, to Zoom.

School libraries became incubators for innovative programming ideas and key resources that engaged both students and teachers, bridging the distance between the living room and the classroom. They offered access to tech tools that allowed users to create or access video content, communicate via digital discussion platforms, and stay on top of assignments and class information via texts.



Book Yak on a Kayak at Russell Library in Middletown, Connecticut

Author visits, another favorite in-person activity, also went digital. Baton Rouge, Louisiana, school librarian Amanda Jones didn't let building closures stop her from giving students the gift of meeting the people behind the books they love. "It's always an amazing experience to witness the wonder in students' faces when they get to ask their favorite authors questions about a book they've read," she said. Students, authors, and teachers came together for Zoom discussions about the writing process, upcoming books, and pop culture with writers of young adult and middle-grade books.

UNEXPECTED ESCAPES

Even those libraries that returned to in-person programming devised socially distant ways to offer their pre-COVID-19 activities. McMillan Memorial Library in Wisconsin Rapids, Wisconsin, created a no-touch escape room in an outside corridor, enabling participants to solve puzzles using their phones and making chalk drawings on the walls.

BYOB took on a new meaning when Russell Library in Middletown, Connecticut, adapted their book club program to facilitate social distancing in the great outdoors—and asked their patrons to bring their own boats. Book Yak on a Kayak featured selections focused on kayaking and canoeing. The boaters wore masks for the event, but they couldn't mask their enthusiasm—without the library's innovative spirit, their book club would have been canceled. ▶

ONLINE STORYTIMES GO MAINSTREAM

Perhaps the most ubiquitous program pivot necessitated by the pandemic involved digital storytimes. Libraries across the country took their beloved read-alouds online, often with help from some famous faces—authors, actors, musicians, and even a former President and First Lady of the United States. The Chicago Public Library's "Live from the Library" Facebook series featured Chicagoans Barack and Michelle Obama as guest readers to bring to life *The Word Collector*, written and illustrated by Peter H. Reynolds.

Michelle Obama shared her thoughts about the importance of the library in her life. "I remember my first trip to the library and how important I felt," she reflected. "My library card was a key that unlocked a world of knowledge and experiences."



Michelle and Barack Obama as guest readers for Chicago Public Library's "Live from the Library" Facebook series.



A customer picks up her reserves at the drive-through window at Columbus (OH) Metropolitan Library's New Albany branch.

HOW WE READ IN 2020

Libraries in 2020 saw a significant shift in borrowing habits as e-book usage soared. OverDrive, a major distributor of e-books, audiobooks, and streaming video to libraries, reported that its clients worldwide collectively loaned out more than 289 million e-books, a 40 percent increase from 2019. The company attributed this shift to the pandemic. After all, no-contact e-book lending is the perfect way to get content from a safe social distance.

Digital book borrowing reached record highs, with readers in 102 public library systems each checking out 1 million or more e-books. Twenty-nine of those systems hit that mark for the first time.

With buildings closed to the public, libraries accelerated or adopted plans to issue digital library card (“eCard”) offerings. Sarasota County (FL) Libraries, for example, were able to create and launch their eCard within a few weeks of branches being closed to the public.

In March, with eighty-six locations closed to the public, the Los Angeles County Library offered temporary digital library cards, valid for ninety days. The cards enabled access to all of the library's digital offerings—e-books, audiobooks, magazines, movies, TV, homework help, and online classes.

HIGHLIGHTING COMMUNITY HEROES

Faced with the challenge of celebrating Library Card Sign-up Month in September, librarians at the Gail Borden Public Library District in Elgin, Illinois, decided to turn the annual campaign into a way to honor Hometown Heroes who worked on the front lines during the COVID-19 outbreak. The library collected their photos and added superhero capes and face shields to the images. The heroes, along with “Secret Superhero Words,” were posted on the front windows or entrances of local businesses that were participating in a socially distanced scavenger hunt in which each Superhero Word directed people to such virtual library services as “eAudiobooks” or “streaming.”



The “Hometown Heroes” campaign in Elgin, IL.

Librarians also performed heroic deeds in making sure community members in need had access to resources. Jayanti Addleman, director of library services at the Hayward (CA) Public Library, worked with staff to streamline the process for registering for a library card online, paying particular attention to eliminating barriers for undocumented individuals. She also oversaw the distribution of hundreds of tablets, hotspots, and other devices to help bridge the digital divide. Moreover, she secured funding for a new bookmobile to meet the needs of those residents who lacked transportation and could not take advantage of curbside pickup.



Curbside Larry of Harris County (TX) Public Library.

CURBSIDE PICKUP AND CURBING LATE FEES

With buildings closed or users uneasy entering them, curbside pickup became popular, and libraries got creative promoting this service that is more often associated with retail shopping. Donning a cowboy hat and aviator sunglasses and adopting the persona of Curbside Larry, Harris County (TX) Public Library's Program Production Specialist John Schaffer delivered a pitch in the style of a

bombastic used car salesman, touting the library's curbside services in a video that attracted more than 50,000 views on YouTube, as well as mentions in *Texas Monthly* and *Southern Living*.

Even before the pandemic, libraries were going fine-free. Library fines "present an economic barrier to access of library materials and services," according to an American Library Association resolution adopted in 2019, and the pandemic urged many districts to action. Since March, 91 of the Urban Libraries Council's roughly 160 member libraries have opted to go fine-free. ▶

SAFE HANDLING OF LIBRARY MATERIALS

The pandemic raised questions about the safety of library materials, and answering them was key to regaining trust in the age-old practice of borrowing books. It was uncharted territory for conservators, who lacked historical information on sanitizing materials. They were also faced with conflicting information about how long the coronavirus would persist on library books and video cases.

As the pandemic continued throughout 2020, many libraries adopted a quarantining protocol of seventy-two hours for returned materials. While necessary to prevent disease contamination, these protocols in academic libraries exacerbated wait times for pricey textbooks.

The REALM project conducted eight phased tests over the course of 2020 to understand how the virus spreads, its survival on materials and surfaces, and the effectiveness of various prevention and decontamination measures. (See page 10 of this report for more information.)



Digital interface for school book holds and curbside pickup.



Elizabeth Moreau Nicolai conducts a virtual storytime at Anchorage Public Library.

LEARNING IN THE AGE OF CORONAVIRUS

In 2020, one-room schoolhouses returned—not the nineteenth-century buildings with wood-burning stoves, but home classrooms with personal computers, laptops, and tablets loaded with apps and remote instruction software.

With distance learning, school librarians still fulfilled all five of their roles as instructional partners, teachers, leaders, information specialists, and program administrators. Their unique skillsets proved invaluable to teachers and students as schools worked to provide continuity through the disruptions of a lockdown.

The school library extended itself into the home, providing virtual hours via webcam conferences, email, phone, and instant messaging. Librarians continued to foster reading development with virtual book clubs, storytimes, and read-alouds. Even gaming and makerspace activities evolved as virtual learning programs.

The American Association of School Librarians (AASL) conducted several surveys that documented the valuable work of school librarians during the school closures of 2020. In an April survey, most respondents said they had expanded access to online resources for students, extended check-out periods (noting that books would be due when school opened again), and offered virtual assistance.

Throughout 2020, AASL found, school librarians and school libraries were contributing to their communities no matter the conditions. In subsequent surveys, school librarians spoke of playing many roles during pandemic learning conditions (PDF), whether for remote learning, hybrid, or in-person instruction. Adaptations included encouraging e-book checkouts, taking bookcarts to classrooms for in-class checkouts, and co-teaching with classroom teachers.

School librarians brimmed with such innovative concepts for meaningful instruction as pandemic journals. Steve Tetreault, a school librarian from the Holmdel Township (NJ) School District, taught a cross-disciplinary unit in English and social studies that involved middle-school students writing about their pandemic experiences as an exercise in self-directed learning.

ACADEMIC AND PUBLIC LIBRARIES GET CREATIVE

The University of Texas at San Antonio Libraries embraced community partnerships to widen the reach of their activities. Peer coaches—students mentoring classmates

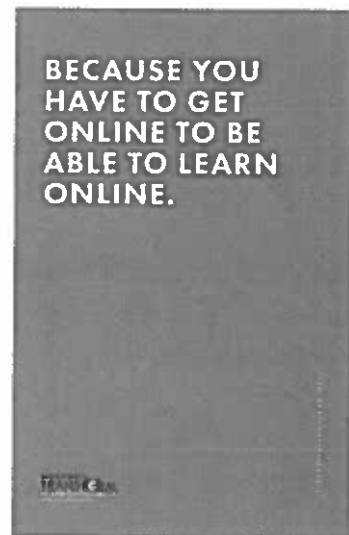
in research skills and technology—worked with the local literacy organization Gemini Ink to promote the Big Texas Read online book club. They spread the word throughout the academic community and provided technology support to Texas authors.

College students accustomed to using academic libraries as quiet places to study alone or in groups needed encouragement to remain engaged as classes moved online and libraries closed. Librarians at Frostburg (MD) State University continued to provide services virtually.

Wayne State University Libraries in Detroit created an orientation video for freshmen who had not yet visited campus in person due to the pandemic. Student Success Librarian Veronica Bielat explained that the video was intended to help students feel comfortable in a new

environment during an uncertain time. The video, she said, “sort of takes that fear away.”

In public libraries, children’s librarians embraced new technologies to enrich the remote learning experience. Liza Purdy, senior children’s librarian for the Santa Clarita (CA) Public Libraries, wrote, “Everything I did as a librarian needed to go through some form of technology in order to



Libraries Transform graphic.

reach the public that I so desperately missed, loved, and wanted to serve.” Experimenting with her phone and



Some librarians even delivered books via drone.

computer and using green screens, she developed rich content that included stop-animation music videos.

The West Vancouver (BC) Library in Canada used Zoom to offer programs on augmented reality and artificial intelligence. Children identified some of the emotions they were experiencing by using augmented reality to create their own emojis. They also collaborated on a song using Chrome Music Lab’s Song Maker online tool. ▶

BOOK CLUBS GO VIRTUAL

Book clubs have adapted to the pandemic by going virtual. The Zoom room has replaced the living room as the arena for spirited literary discussions. Libraries like Santa Maria (CA) Public Library, which hosted monthly in-person book clubs for years, started the Book Club Over the Phone program. The Rochester (MN) Public Library has been hosting video book discussions over Zoom and WebEx.

School librarians are also getting into the book club act. Kristen Mogavero, a library media specialist at New York City’s John F. Kennedy High School, has been hosting Zoom meetings to discuss books with students and teachers. Community members can vote for future book selections on the school’s social media channel.



Teen leader Iris Alvarenga poses in front of yard signs at Waltham (MA) Public Library that depict issues youth patrons care about. The installation was a partnership between the library, civic organization For Freedoms, and local art group Blueprint Projects.

PHOTO ERWIN CARDONA/WALTHAM (MA) PUBLIC LIBRARY

CONFRONTING STRUCTURAL INEQUITIES IMPACTING COMMUNITIES OF COLOR

The outbreak of COVID-19 exacerbated structural inequities in access to high-speed internet, resulting in a crisis with widespread ramifications in many communities of color.

In an article in *American Libraries* magazine, “[Ending Information Redlining](#),” American Library Association (ALA) Executive Director Tracie D. Hall wrote, “The persistence of the coronavirus pandemic continues to expose the degree to which societal inequities are inextricably linked.”

The fallout from “information redlining,” the systematic denial of equitable access to information, affects everything from education and employment to health and housing and results in an inequitable justice system and high incarceration rates.

Hall cites figures from a [Deutsche Bank study \(PDF\)](#) showing that 76 percent of the nation’s Black residents and

62 percent of Latinx residents are slated to be shut out of or underprepared for 86 percent of US jobs by 2045. She wrote, “They are experiencing a ‘racial tech gap’ that threatens their future economic mobility.”

TWIN SCOURGES: THE PANDEMIC AND SYSTEMIC RACISM

During the global pandemic, the United States also came face to face with its history of systemic racism. An inflection point was the killing of George Floyd by police on May 25 in Minneapolis.

Shortly thereafter, the ALA Executive Board called on the library community to participate in protests and other



Laura Broderick, senior children's librarian at Pikes Peak Library District in Colorado, discussed a challenge to a Black Lives Matter display in her children's department. "Black history is not history," Broderick, said. "Black history is current, it is happening now."

PHOTO: AMERICANLIBRARIESMAGAZINE.ORG/BLOGS/THE SCOOP

forms of activism, promote and create antiracist media content, engage actively in local policy development, exercise the right to vote, or run for office to be a voice for historically disenfranchised groups in a statement condemning violence and racism towards Black people and all people of color.

Public libraries across the country met the moment with a focus on antiracism work. Confronting the issue for many meant acknowledging the fact that during the twentieth century, many libraries, both in the North and

South, were often segregated facilities. John Lewis, the late US Congressman from Georgia, once recalled, "When I was 16 years old, some of my brothers and sisters and cousins [were] going down to the public library trying to get public library cards. We were told the library was for whites only, not for coloreds."

The Oakland (CA) Public Library responded to the murders of Floyd, Ahmaud Arbery, Breonna Taylor, and others with resource lists on topics like institutional racism; protest, social movements, and community solutions; police conduct, race, and the justice system; and talking to kids about racism and justice.

EXAMINING RACISM AND SUPPORTING STUDENTS ON CAMPUS AND BEYOND

School librarians recognized the pivotal role they played in supporting students reeling from the twin traumas of the pandemic and racism. Writing in the summer of 2020, American Association of School Librarians president and lead school librarian for the Westwood High School Library Information Center in Blythewood, South Carolina, Kathy Carroll said, "Our students have lived through a global pandemic, national protests, societal shifts, and possible untold personal turmoil since we all were last together. Along with formal teaching and learning, our students will need to talk and we will need to listen. Some of those conversations may be difficult or even a little uncomfortable,

A CALL TO ACTION FOR LIBRARY WORKERS

ALA's Public Library Association issued a call to action for public library workers to address racism. It urged them to study, amplify, and align with the policy demands of the Movement for Black Lives; change library security policies that punish and criminalize patron behavior; and develop and fund programs, services, and collections that center the voices and experiences of people of color and shift power to communities for co-curation and co-creation.

Resources for librarians looking to center the voices and experiences of Black library workers and the Black community proliferated. A Libraries Respond: Black Lives Matter web resource provides curated links for librarians who want to support the broader BLM movement, fight against police violence, and help the cause of racial justice.





Some of the ten most challenged books of 2020 (See [page 7](#) for the complete list.)

but those types of interactions are often the ones that have the greatest impact on our students.”

The University of Wisconsin–Madison Libraries’ racial justice efforts included developing a [reading list for disrupting whiteness](#) and decolonizing research in libraries, developed by Gender and Women’s Studies Librarian Karla J. Strand.

Pennsylvania State University Libraries devised “a centralized resource for [information about historical and current discrimination](#) of African Americans in the United States, Pennsylvania, and the Greater Philadelphia Region.”

Despite a 34 percent increase in books by diverse authors . . . those books represented only 15 percent of the total number available for young people.

city and community to “talk about, and invest in, the library” when working to refine community-first public safety, dismantle racism, pursue equity, and rebuild the workforce.

Friends groups also joined in the fight for racial justice. The Friends of the Saint Paul (MN) Public Library Advocacy Committee wrote a powerful [public letter to the mayor](#), urging the

OVERREPRESENTED IN CHALLENGES, UNDERREPRESENTED ON THE SHELVES

ALA’s Office for Intellectual Freedom pointed out that books with diverse content [frequently appear on its list of challenged books](#), including such works as the *Autobiography of Malcolm X* by Malcolm X and Alex Haley and *Native Son* by Richard Wright.

Libraries also encountered [inequities in collection development](#), often lacking a sufficient number of books by authors and illustrators of color. The Cooperative Children’s Book Center at the University of Wisconsin–Madison showed a [34 percent increase in books by diverse authors](#) between 2017 and 2018, but those books represented only about 15 percent of the total number of materials for young people received at the book center—this in a country where [more than 39 percent of the population is non-White](#), and where White children no longer make up a majority in their age group.

The library profession also worked to address internal inequities in 2020. As late as 2018, [just 6.8 percent of librarians identified as Black or African American](#), indicating a persistent lack of racial and ethnic diversity. ▶

BECAUSE FAKE NEWS CAN HAVE REAL-WORLD CONSEQUENCES.

LIBRARIES
TRANSFORM

Libraries Transform bookmarks.

FIGHTING DISINFORMATION

With the onset of the pandemic in the United States, librarians were mobilized as information first responders. “We’re really being proactive,” Lisa G. Rosenblum, executive director of King County (WA) Library System, told *American Libraries* magazine in March. “We’re information gatekeepers, so this hits us on a personal level,” said Rosenblum, whose library system created a web page with facts about the virus that includes links to local resources.

Misinformation about COVID-19 was infused with xenophobia and especially Sinophobia, resulting in a surge of bigotry against Asian and Chinese people. Chinese American Librarians Association President Fu Zhuo wrote in a March 5 email, “The enemy is not Chinese or Asian people. The Chinese American Librarians Association is firmly against any types of prejudices, especially in this critical moment of fighting the COVID-19.” In May, the Executive Board of the American Library Association (ALA) signed the Asian Pacific American Library Association’s pledge (and asked others in the library community join) to demonstrate a commitment to combating the rise in xenophobia and racism due to COVID-19.

Throughout 2020, librarians responded to misinformation about vaccines, the census, and the November election, as well as the demonization of the mainstream media as purveyors of “fake news,” by creating resources to fight disinformation. The Chicago Public Library

provided an online course, “Disinformation in Social Media,” which offered guidance on how social media algorithms foster implicit biases.

The University of Louisville (KY) Libraries’ Citizen Literacy project helped students become savvy information

consumers in a post-truth era. Launched to coincide with the final weeks of the 2020 election season, Citizen Literacy promotes essential information skills like algorithmic literacy, news literacy, how to evaluate expertise, how to investigate the veracity of online sources through lateral reading, and how to become an informed voter.

“We’re information gatekeepers, so this hits us on a personal level.”

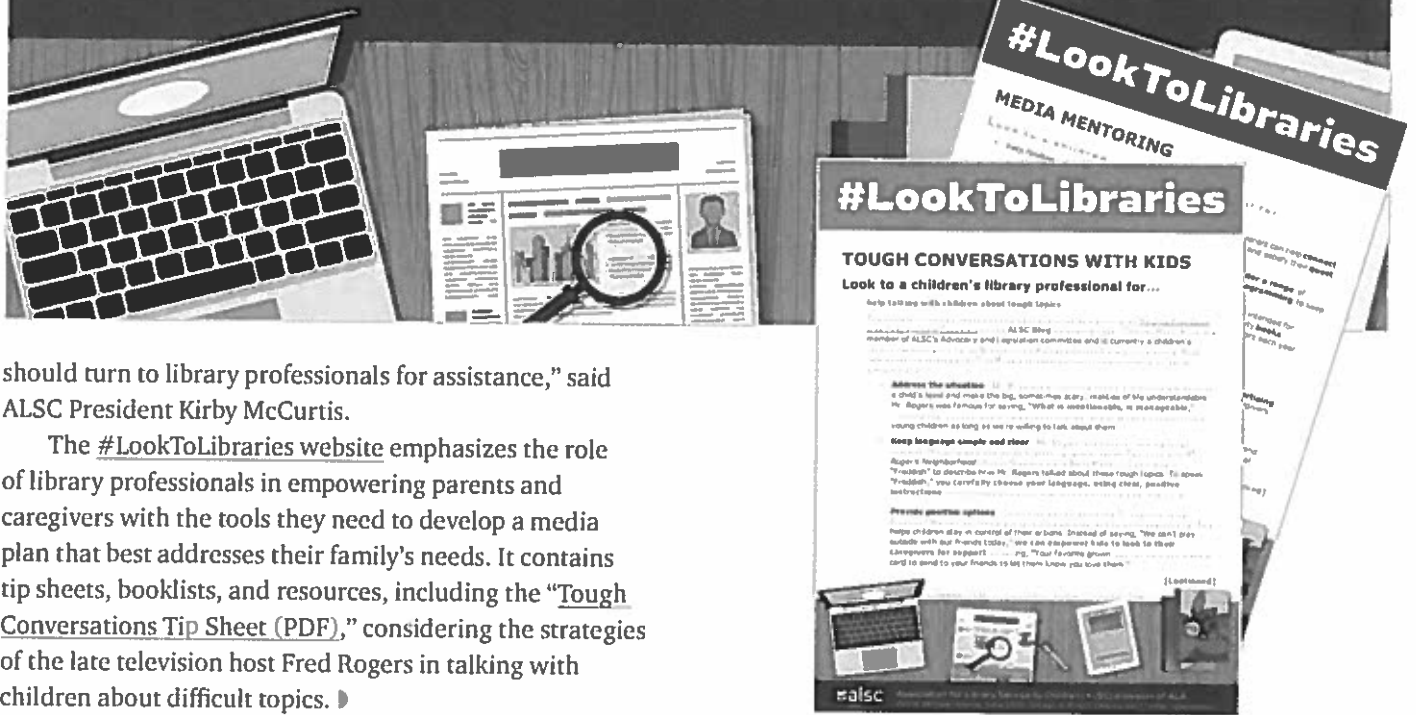
—LISA G. ROSENBLUM, EXECUTIVE
DIRECTOR OF KING COUNTY (WA)
LIBRARY SYSTEM.

LOOK TO LIBRARIES

In August, the Association for Library Service to Children (ALSC), a division of ALA, launched the #LookToLibraries campaign, highlighting the role of children’s librarians in serving as “media mentors” for kids and their parents and caregivers in times of crisis. “With families facing the increased pressures of needing to balance online learning, monitoring children’s activities, and for some, working from home, we felt it important to let them know they could and

#LookToLibraries

Discover the power of connecting with your children's library professional.



should turn to library professionals for assistance,” said ALSC President Kirby McCurtis.

The [#LookToLibraries website](#) emphasizes the role of library professionals in empowering parents and caregivers with the tools they need to develop a media plan that best addresses their family’s needs. It contains tip sheets, booklists, and resources, including the “[Tough Conversations Tip Sheet \(PDF\)](#),” considering the strategies of the late television host Fred Rogers in talking with children about difficult topics. ▶

ALSC’s #LookToLibraries campaign.

MEDIA LITERACY MATTERS

ALA, working with talented thought leaders across the library and media literacy sectors, created [Media Literacy in the Library: A Guide for Library Practitioners \(PDF\)](#) in November to aid library workers. The guide asserted that “a media-literate adult should be able to access, share, and create media across multiple formats and platforms while utilizing critical thinking skills to evaluate the purpose and potential impact of the material.”

The guide teaches library workers about filter bubbles, confirmation bias, and news deserts; gives guidance on how to answer questions about false or misleading news items in reference transactions; and supplies virtual and in-person program ideas covering topics like fact checking, cookies, internet privacy, the Freedom of Information Act, and local media.

