

RECOGNIZING VALUE – ENCOURAGING GROWTH THE NATIONAL LIBRARY SUPPORT STAFF CERTIFICATION PROGRAM

ASSESSMENT OF NEED

Background: The American Library Association (ALA) established the Library Support Staff Certification (LSSC) for Library Support Staff (LSS), which is administered by the ALA Allied Professional Association. The LSSC's three-year development period, funded by IMLS, ALA, and other contributors, achieved the results below: (For more information about this program, see www.ala-apa/lsscp.)

- Created ten LSS competency sets (three fundamental and seven elective) developed by an expert panel based upon review of potential competencies by over 3,000 librarians, LSS, and library directors. Candidates must demonstrate achievement in six competencies, thereby demonstrating a broad understanding of library work.
- Designated competency sets as either required or elective. The three required sets are: Foundations of Library Service; Communication and Teamwork; and Technology. The seven elective sets are: Access Services; Adult Readers' Advisory; Cataloging and Classification; Collection Management; Reference and Information Services; Supervision and Management; and Youth Services.
- Implemented two types of assessments for LSSC candidates to demonstrate the required knowledge and skills: course-embedded assessment and portfolios.
- Adopted policies and procedures required for consistent administration and will adopt a recertification policy and process by January 2010.
- Secured approval by the Executive Boards of six ALA Divisions, the Library Support Staff Interest Round Table, and the ALA Executive Board, a full year ahead of schedule.
- Implemented the LSSC Program six months before originally scheduled.

ALA designed the LSSC Program with input from LSS, librarians, Library Technical Assistant (LTA) program faculty, and research into certifying associations. The speed of adoption and breadth of support demonstrate a profession-wide interest in career development of LSS, a constituency that is critical for delivering quality library services. LSS are the largest segment of workers in public and academic libraries and comprise nearly two-thirds of all workers in public libraries and one-third in academic libraries for an approximate total of 150,000.¹

Needs Assessment: LSSC's development focused on meeting the following needs: recognize LSS (defined as someone working in a library without an MLIS) for their contribution to the profession; create expectations for LSS job performance; provide an opportunity for LSS to master critical job competencies; provide educators with guidance for training; and help employers define job requirements. ALA has made significant progress in addressing these needs. During development we also discovered new needs which this project will address: the degree of support that LSSC candidates will require; need for a variety of education

¹ Barbara Holton, Laura Hardesty and Patricia O'Shea, *The academic libraries: 2006* (Washington, DC: National Center for Education Statistics, 2006), <http://nces.ed.gov/pubs2008/2008337.pdf> (accessed November 23, 2009); and Institute for Museum and Library Services, *IMLS Public Libraries in the United States: Fiscal Year 2007* (Washington, DC: Institute for Museum and Library Services, 2007), http://harvester.census.gov/imls/pubs/Publications/fy2007_pls_report.pdf (accessed November 30, 2009). Note: There were 148,833 public library staff, including 97,504 support staff, plus 14,979 who consider themselves or are considered librarians but who do not hold the MLS.

opportunities for LSS; standardizing the expectations for LSS nationwide; and evaluating LSSC's impact on library services.

The initial revenues of LSSCP, which derive from candidate registration and course provider fees, will not support the breadth and depth of the critical activities required to meet these needs and to ensure the Program's initial success and subsequent sustainability. Providing robust support to candidates is critical for candidate and Program success. This necessity was demonstrated by the groundbreaking Western Council of State Libraries Library Practitioner Certificate Program. Although this program established competencies, approved education providers, and recruited candidates, Western Council did not provide wide-spread dissemination or candidate support. These deficits led to limited knowledge about the program and few participants. Furthermore, in 2009, results from five LSSC field tests showed that, to be successful, candidates needed encouragement to begin, extensive training in portfolio development, and mentors to guide candidates through the certification process.

To mediate these potential problems and to ultimately increase the number of LSS with standardized skills and knowledge, ALA must attract candidates to the LSSC Program and assist their completion. To do so, ALA will disseminate program information and develop program tools to support candidate success. ALA must also encourage LSS supervisors to support current staff to achieve certification. A survey of 565 LSS in 2008 showed that only 32 percent said that they were likely to participate in the absence of employer support.²

Coordination with state libraries will help to standardize expectations of LSS competencies. Several states offer certification programs, but few states offer reciprocity to other states' certificate holders. This project will work with states that do not currently offer certification, but wish to adopt LSSC as their state's program.

Standardization of LSS expectations may change curricula for LSS training in LTA programs. Several LTA programs have demonstrated the desire to work with the LSSC Program to develop courses aligned with the LSSC competencies. Nineteen LTA programs responded to an April 2009 LSSC course provider survey. Many respondents had existing courses that would partially cover LSSC competency sets and were interested in working with the LSSC Program.³

This project will evaluate how the LSSC Program can improve staff skills and knowledge and the delivery of library service. We will assess how earning the LSSC impacts service, attitudes, and responsibilities. Earlier research in Maryland and Minnesota showed that both library managers and library support staff felt that LSS who completed certification improved their service to the public, better understood library operations, contributed more to library growth and development, and had more confidence in their abilities.⁴ This project will add to the field's research base with significant, methodologically sound studies.

² Rachel Applegate, *LSSCP Marketing Survey Analysis* (unpublished, January 2009).

³ American Library Association-Allied Professional Association. *LSSCP Potential Provider Survey Executive Summary* (unpublished, 2008).

⁴ Nancy Bolt and Jody Howard, Minnesota Voluntary Certification Program Evaluation Project (unpublished, Minneapolis, MN: Minnesota State Library, 2006), <http://www.ala-apa.org/lsscp/researchminnesota.pdf> (accessed November 30, 2009); and Nancy Bolt and Jody Howard, Maryland Library Associates Training Institute (LATI) (unpublished, Baltimore: Maryland State Department of Education, Maryland Division of Library Development and Services, 2008), <http://www.ala-apa.org/lsscp/researchmaryland.pdf> (accessed November 30, 2009).

IMPACT

The project will increase the number of qualified LSS throughout the country and build greater skills and abilities. Acceptance of the LSSC Program by LSS and library employers will result in more highly qualified library employees, encourage and reward continuing education for LSS, and provide LSS and their employers with a framework to organize and evaluate training. The program provides employers with a standard by which to judge job applicant skills and a way to organize library positions, grades, and perhaps salary structures. This project will assess how certification impacts library service, LSS skills, and employer practices.

The project reflects an important development in the professional structure of library work. When fully implemented and accepted, the LSSC will help the library profession resolve role definition and task overlap issues. The LSS competencies define the duties and responsibilities of LSS. Dr. Rachel Applegate recently compared these competencies and the recently-adopted competencies for MLS librarians, and concluded that the LSS competencies focused on practical aspects of library service, rather than on the theoretical, leadership, and development aspects of the profession.⁵ Other professions have faced the same issues of role definition, and many, such as the medical and legal fields, have clearly defined the various roles and responsibilities within the profession. The library field now has an accepted, articulated statement of the expected competencies for LSS and librarians.

Project results will impact multiple institutions. This project has the potential of making changes in each library that employs LSS. LTA programs have started to examine and consider revisions that will bring their curricula in line with the LSSC competencies. State library agencies with LSS certification programs are beginning to explore reciprocity with the LSSC. The project will also seek to build credibility for the library profession by exploring membership in national certifying agencies, which other professions have attained.

DIVERSITY

"In the library workforce, concrete programs of recruitment, training, development, advancement, and promotion are needed in order to increase and retain diverse library personnel who are reflective of the society we serve. Within the American Library Association and in the services and operations of libraries, efforts to include diversity in ...continuing education must be ongoing and encouraged." ALA Policy 60⁶

Diversity is more than the right thing to do – it improves service to library users. Anecdotal evidence indicates that diverse library users are more comfortable in libraries where they see their own diversity reflected in library staff. In a study of the St. Paul Public Library Urban Library Program for LSS, library staff reported that immigrants approached the African LSS shelving books for help rather than professional Caucasian staff. Studies have found that better decisions are made when the group is heterogeneous.⁷

⁵ Rachel Applegate, *Library Support Staff Certification Program competency sets compared to ALA Core Competences of Librarianship*, (unpublished, September 2009), http://www.ala-apa.org/lsscp/lss_vs_mlscompetencies.pdf (accessed November 30, 2009).

⁶ American Library Association. *ALA Handbook of Organization 2008-2009* (Chicago, IL: American Library Association, 2009), p. 54.

⁷ James Surowiecki, *The Wisdom of Crowds: Why the Many Are Smarter than the Few and How Collective Wisdom Shapes Business, Economics, Societies, and Nations* (New York: Doubleday Press, 2004).

This project will reach the most diverse group of library workers, LSS, who are more reflective of national racial and ethnic diversity than librarians. In 2006, 29% of all LSS were non-white.⁸ This same report analyzes the 2006 ALA membership demographics and finds that only 11% of librarians are non-white.

We plan to monitor that the LSSC Program is reaching ethnically and geographically diverse groups by collecting candidate data on work place, education, race, age, and gender. The skills that LSSC emphasizes will be useful in rural, suburban, and urban libraries. We will use these reports to illustrate the reach of the LSSC Program and decide where to disseminate additional information to achieve its objectives.

PROJECT DESIGN AND EVALUATION

Goal: To improve library service by increasing the number of LSS who achieve certification by demonstrating nationally accepted competencies of library service.

Objective 1: To increase the number and diversity of candidates who enroll and successfully complete the LSSC Program.

Desired Results:

- 900 candidates enrolled at the end of three years, including 200 candidates who had received scholarships.
- 400 candidates certified at the end of three years.
- Diversity of candidates matches US demographics for race and ethnicity.
- 80% of candidates report satisfaction with program.

We will measure our progress toward meeting this objective by:

1. Tracking the number of enrolled candidates, their demographic profile, the number of competencies each completes within the three-year period, and the number of certifications issued.
2. Contacting the candidates on a regular basis about their satisfaction with the program, perceived outcomes, ideas for improvement, and additional ways to provide support.

Activities to implement this objective:

Activity One: Initiate broad and extensive information dissemination. The goal of recruiting 900 candidates in three years is based on results of the survey of potential candidates. Dissemination will be focused on LSS and library employers using print and online materials; articles and free ads in professional journals and newsletters; webinars; enhancements of the LSSC website; and presentations at library conferences. To increase the enrollment of diverse candidates, we will emphasize dissemination to LSS through ALA ethnic caucuses.

Multiple state libraries have agreed to disseminate LSSC information within their state. We will also work with ALA chapters, particularly the library support staff sections in these associations, to distribute information about LSSC.

⁸ Denise Davis and Tracie Hall, *Diversity Counts* (Chicago, IL: American Library Association, 2006), <http://www.ala.org/ala/aboutala/offices/diversity/diversitycounts/divcounts.cfm> (accessed November 9, 2009).

Activity Two: Develop candidate supports. These will be delivered through various methods, including print, self-paced online tutorials, online videos, webinars, and face-to-face presentations.

- Guides to help candidates choose which competency sets to pursue and which assessment method to select; establish their Candidate Achievement Record (CAR), the official online record of each candidate's work; and successfully submit portfolios
- Candidate mentoring and online cohort groups
- In-person and online webinars and tutorials for portfolio evaluators, who must meet education and experience requirements
- Information for library employers about how to support their LSSC candidates (examples are on the LSSC website www.ala-ap.org/lsscp)
- Workshops at each ALA conference, ALA division conferences, and state library association conferences for target audiences

Activity Three: Provide Scholarships. We propose to offer scholarships to increase the knowledge about and interest in LSSC. We also recognize that some employers cannot pay for LSSC participation because of reduced budgets or previously established budget allocations for professional development. We request scholarship funds to be distributed to candidates via state library agencies and suggest that they collaborate with their state library associations for LSSC. This distribution method will reinforce the importance of the LSSC. State libraries will receive two scholarships for two years to distribute to one LSSC each from a public and an academic library. We will ask candidates receiving scholarships to participate in evaluation activities and, when they are certified, to mentor other candidates. We will ask state library agencies to use the following criteria to select scholarship recipients.

- One candidate each year from both an academic and a public library
- Candidates with diverse backgrounds
- Candidates willing to help evaluate the program
- Candidates willing to participate as an LSSC Program mentor upon certification

Objective 2: To increase the skills and knowledge of Library Support Staff by offering multiple courses and developing new competency sets.

Desired Results:

- 4 new elective competency sets created to reflect additional specializations.
- 20 candidates start portfolios or courses in the new competency sets.
- 20 new approved course providers.
- 80% percent of course providers find the course approval process fair and simple.
- 80% of candidates completing LSSC courses feel they improved skills and knowledge.
- 80% of candidates creating portfolios feel they increased skills or documented existing skills

We will measure our progress toward meeting this objective by:

1. Increasing the number of courses approved for each competency set; the number of new competency sets approved; and the number of candidates working on the new sets.
2. Documenting perceptions of quality of program elements by course providers and program participants.

Activities to implement this objective:

Activity Four: Work with interested organizations to develop new elective competency sets. During development of the initial ten competency sets, we received many suggestions for

additional elective competency sets on additional skills and knowledge needed in library service. Examples of potential new competency sets include: preservation and digitization; in-depth services to children; in-depth services to teens; in-depth technology (particularly web 2.0); marketing and advocacy; and government documents. Additional competency sets will broaden the knowledge and skills that LSS obtain and allow them to specialize.

Activity Five: Expand the number of approved courses. To complete a competency set, candidates may submit an online portfolio, or complete an approved course, which can be online (synchronous and asynchronous) or face-to-face. The Certification Review Committee approves courses based on a rubric available to providers. Multiple courses in each competency set will allow candidates to choose from courses with different costs, delivery methods, and availability. A wider variety of courses will improve the candidate completion rate by increasing the opportunities available.

In a survey of potential course providers, LTA and MLS programs showed the most interest in developing LSSC courses.⁹ Although the respondents cited lack of time or funds, and institutional bureaucracy as challenges to course development, they were eager to help the LSSC Program. The following quote from the survey summarizes these responses:

“. . . we require state approval for additional courses--plus we have only 1 full time instructor (I teach 9 out of the 11 courses we offer). Also, our college pays a stipend to instructors who create new courses--if the funds are not available, that may be the end of that idea.”

To meet these challenges, we will provide subsidies of up to \$1,500 to twenty organizations willing to adapt an existing course to meet LSSC requirements. From survey results we note that the most likely course providers already have courses available that cover at least some of the competencies in a set and that most are more willing to adapt an existing course rather than create a new course. We will require course providers receiving subsidies to offer the course for four years after course approval.

Objective 3: The training of Library Support Staff will begin to be standardized through cooperation with state libraries and Library Technical Assistant Programs.

Desired Results:

- 10 states will develop reciprocal agreements with the LSSC Program.
- 2 states will adopt the LSSC as their state's certification program.
- 10 LTA programs will develop reciprocal agreements with the LSSC Program.
- LSSC will be recognized by 1 national certification association.
- 80% percent of all participating state libraries and LTA programs think that the process to adopt reciprocity and other project activities were successful.

We will measure our progress toward meeting this objective by:

1. Tracking the number of states and LTA programs achieving these results.
2. Monitoring satisfaction with these project elements.

Activities to implement this objective:

Activity Six: Reciprocity between states and LSSC. One of the anticipated benefits of the LSSC Program is that LSSC holders will be eligible for reciprocity in states that provide voluntary or mandatory certification. Certification program requirements and standards vary from state to

⁹ ALA-APA, *Potential Providers*.

state requiring us to tailor our efforts. The project co-directors will work with state library staff on the process to revise appropriate laws, regulations, or policies to adopt LSSC certification either in whole or in part. Project co-directors will also assist interested states to promote these changes. We will form a State Library Agencies Advisory Committee to make recommendations on reciprocity; identify and recommend ways in which state libraries can support LSSC candidates; discuss scholarships; and identify, discuss, and make recommendations on related issues. This activity will occur in the project's first two years.

As part of this activity, the LSSC Program must develop and adopt reciprocity policies and operational procedures. Project co-directors will review similar programs' policies and, by the end of the first year, promulgate a LSSC Program reciprocity policy and procedures. The LSSC Program has already tested a draft model with the competencies established by the Western Council of State Libraries and offered LSSC to certificate holders in that program.

Activity Seven: Work with LTA programs to revise their curricula to include LSSC competencies and explore reciprocity with LSSC. Forty-two community colleges offer certificates or Associate of Applied Science (AAS) degrees in Library Technical Assistant studies.¹⁰

In addition to providing funding to develop additional courses from LTA programs (Objective 2), we will work with LTA programs to encourage the modification of their existing curricula to coordinate with LSSC competency sets. We will also collaborate with LTA programs to discuss LSSC reciprocity for LTA graduates and prepare statements about the complementary nature of LSSC and LTA programs. To accomplish these activities, we will establish a Community College LTA Programs Advisory Committee that will explore cooperative possibilities; make recommendations on reciprocity; identify and recommend ways in which community colleges can support LSSC candidates; and identify, discuss, and make recommendations on related issues affecting the LSSC Program. We will complete these activities during the first two years of the project.

Activity Eight: Pursue the recognition of the LSSC Program by a national certification organization. We will investigate the process and benefits of becoming accredited by a national certification association. This process would recognize the rigor and procedures of the LSSC Program. Achieving recognition for LSSC certification would place LSS on an equal footing with other occupations, increasing the appeal of LSS as a career choice.

Objective 4: The effects of the LSSC Program will be measured and understood widely.

Desired Results:

1. Valid research results demonstrating the impact and benefits of the LSSC Program.
2. Valid research results used to improve the Program.

We will measure our progress toward meeting this objective by:

1. Conducting methodologically sound research within this proposal's budget and timeline.
2. Disseminating research results through ALA meetings and publications.
3. Providing required interim and final performance reports with quantitative and qualitative data that clearly document this project's achievements, lessons learned, and outcomes.

¹⁰ ALA-APA, *Potential Providers*.

Activities to implement this objective:

Activity Nine: Evaluate the impact of LSSC. We want to determine if the LSSC Program has made changes in the attitudes and skills of LSS, the opinions of supervisors, and in the delivery of library service. Causality is challenging to document because many factors, not only the LSSC Program, affect if a LSS is skilled and knowledgeable, if a supervisor sees improvement in a LSS's performance after certification, and if the certified LSS provides better service to library users. We will endeavor to gather information from LSSC participants and their supervisors to provide reasonable indications of the Program's impact. We intend to do so with a carefully crafted research design and effective instruments.

The primary data collection strategies will be electronic surveys and content analysis of job ads. More detail about research timing is included in the project's timeline. Because we will measure the impact over time, evaluation will require three years for completion. We will submit research results to relevant publications and major conferences, and post information on the project's website and to the library media. The following chart summarizes the four research foci:

<p style="text-align: center;">Outcome Focus: LSS</p> <p>Groups: LSSC participants who persist LSSC participants who "drop out" Non-LSSC participants</p> <p>Information sought: Awareness of LSSC Effect of LSSC on skills and job paths Perceived problems with LSSC</p>	<p style="text-align: center;">Outcome Focus: Library Supervisors</p> <p>Groups: Supervisors with at least one employee in the LSSC Program Supervisors with no employees in the LSSC Program</p> <p>Information sought: Awareness of LSSC LSSC effect on hiring, evaluation, and promotion</p>
<p style="text-align: center;">Outcome Focus: Libraries</p> <p><u>Groups:</u> Library Directors</p> <p>Information sought: Awareness of LSSC Perceived impact on libraries Perceived impact on staff Impact on hiring</p>	<p style="text-align: center;">Outcome Focus: Reciprocity and curriculum redesign</p> <p>Groups: State Libraries and LTA programs</p> <p>Information Sought: Development of reciprocity arrangements Effect of LSSC on curriculum redesign</p>

Activity Ten: Overall project evaluation. We will collect information throughout the project to demonstrate the project's important outcomes, successes, challenges, and lessons learned.

PROJECT RESOURCES: BUDGET, PERSONNEL, AND MANAGEMENT PLAN

Budget: The majority of the project's budget will support personnel costs, which include the project co-directors' contracts; a part-time administrative assistant salary and benefits; the project's evaluator; and a contractor to design candidate support tools. Additional significant budget areas include developing and disseminating project information and candidate recruitment tools, and providing scholarships. Other costs are meeting expenses, including travel and lodging. To economize in this category, we will plan most meetings in conjunction with ALA Annual Conferences and Midwinter Meetings, saving the cost of project participants' travel expenses. In addition, we will use, when appropriate, on-line meeting technologies to replace expensive face-to-face meetings. The budget is lower for Year Three because we anticipate we will have completed the following work during the first two years: candidate support mechanisms developed and in place; most reciprocity with state libraries; most coordination with LTA programs; approval of new courses and competency sets; and distribution of scholarship funds. Remaining tasks in year three will be dissemination of information about LSSC; final completion of LTA curriculum redesign; final reciprocity agreements with state libraries; and extensive evaluation.

In-kind contributions will total much more than the required amount. ALA will contribute 40% of Ms. Grady's salary and benefits; other ALA contributions are detailed in the budget narrative. Other in-kind contributors include state library agencies and community colleges. ALA's indirect charges are 25.3% as outlined in a previously negotiated agreement. In addition, ALA will contribute \$52,000 in cash.

Personnel: Mary W. Ghikas, Certified Association Executive (CAE), will be the ALA Grant Administrator for this project. In her position as ALA Senior Associate Director, Ms. Ghikas has a broad directorate including eleven ALA divisions, five ALA program offices, and ALA-APA. Before coming to ALA in 1995, Ms. Ghikas held senior positions in public, nonprofit, and private sector organizations. Ms. Ghikas is uniquely positioned to bring together the various interests of ALA Divisions and other units to make this project successful.

Dr. Karen Strege will share project co-director responsibilities. Dr. Strege has many years of experience in a variety of professional positions, was the Montana State Librarian from 1996 to 2004, the Project Director for the Western Council of State Libraries' IMLS-funded project "Continuum of Library Education" from 2004 to 2007, and currently is a project co-director for the IMLS-funded project establishing the LSSC.

Ms. Nancy Bolt, project co-director, has many years of experience in library administration, most recently as Director of the Colorado State Library from 1987 to 2006, and currently is a project co-director for the IMLS-funded project establishing the LSSC. Ms. Bolt evaluated the Minnesota Voluntary Certification Program for the Minnesota State Library and the Maryland Library Associate Training Institute for the Maryland Division of Library Development and Services.

Ms. Jenifer Grady, the Director of the ALA-APA, has an MLS from the University of North Carolina-Chapel Hill, a Master's in Business Administration from Case Western Reserve University, and the CAE designation. Ms. Grady currently administers the Certified Public Library Administrator Program and serves as staff liaison to certification committees.

Ms. Jamie Bragg, the administrative assistant, holds a Bachelor's degree in English and Drama from the University of Georgia and has worked at ALA-APA for three years.

Dr. Rachel Applegate, the project's evaluator and research leader, is assistant professor at the SLIS at Indiana University Bloomington. She was the principle investigator for the IMLS-funded project "Shaping Outcomes Continuing Education," and has published many papers on

evaluation and the characteristics of users of academic and public libraries. Dr. Applegate will also assist the project directors with the project's final evaluation report.

The following ALA staff will provide project support: Karen Muller, ALA Librarian, will perform needed research and deliver needed research documents. Sherri Vanyek, Director of ALA Information Technology and Telecommunications Services (ITTS), will provide web development staff to ALA-APA. The ALA ITTS Department will provide project web hosting. Denise Davis, Director, Office for Research and Statistics, will provide assistance with survey activities. ALA Communications and Member Relations Department staff will help identify marketing strategies for project activities and facilitate contact with ALA chapters.

Management plan. The project co-directors have many years of experience with federal and state project planning, implementation, and evaluation. Both are familiar with proper financial management of federal grant funds and most recently, managed the successful project that established the LSSC Program. These seasoned project co-directors, with Ms. Grady, will have overall responsibility for the project. Use of LiveText, an online certification and portfolio management program, will facilitate adding many new candidates to the LSSC Program. Through these efforts, LSSC will be able to manage the projected number of candidates.

According to ALA policy, a seven-member Certification Review Committee (CRC) will advise the ALA-APA regarding the LSSC Program and will serve as the Advisory Committee for this project. The CRC will meet twice a year face-to face and more often virtually. Project co-directors will also provide bi-monthly progress reports to Ms. Ghikas, who will keep ALA's Executive Board informed about the project. Advisory Committees of Community College LTA Programs and State Library Agencies will advise on pertinent project aspects.

Dissemination. The project co-directors and LSSC Program staff will be responsible for coordinating dissemination of project information. We see two aspects to information dissemination: 1) Dissemination to potential candidates, library supervisors, course providers, and portfolio evaluators with the goal of increasing participation in and support of the LSSC Program. The project's activities include many such dissemination activities. 2) General dissemination about the project's activities. Project co-directors will work with ALA's Public Information Office to distribute information to library media. The project's website is designed so that users can easily find transparent and accessible information on all project aspects.

Because of the intense interest in this project, project co-directors will also make sure that state libraries, state library associations, and regional networks are notified of the project's developments and milestones. Co-directors will encourage these organizations to highlight the project through their regular membership communications. In addition to these updates, project co-directors intend to submit program proposals for various conferences including ALA Annual Conference, the Public Libraries Association and Association of College and Research Libraries conferences, and state library association conferences.

Sustainability. ALA is committed to the LSSC Program as a long-term service to the growing LSS membership and the library community at large. ALA has integrated the LSSC Program into the ALA-APA structure, including convening and offering staff support to the CRC. ALA will continue to support the LSSC Program after this project ends by providing access to its Divisions, Roundtables, Committees and staff in Departments, such as Research Services and ITTS, listed in the cost sharing details of this application.

Primary funding for LSSC in the future will come from two sources: fees from candidates and course providers, and general support of LSSC from ALA.