

**FINAL PLAN SUBMITTED TO IMLS  
12/14/07**

**OREGON STATE LIBRARY**

**LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)**

**FIVE-YEAR PLAN**

**October 1, 2007 – September 30, 2012**

Oregon State Library  
250 Winter St. NE  
Salem, OR 97301



## **MISSION STATEMENT**

The Oregon State Library:

- provides quality information services to Oregon state government,
- provides reading materials to blind and print-disabled Oregonians, and
- provides leadership, grants, and other assistance to improve local library service for all Oregonians.

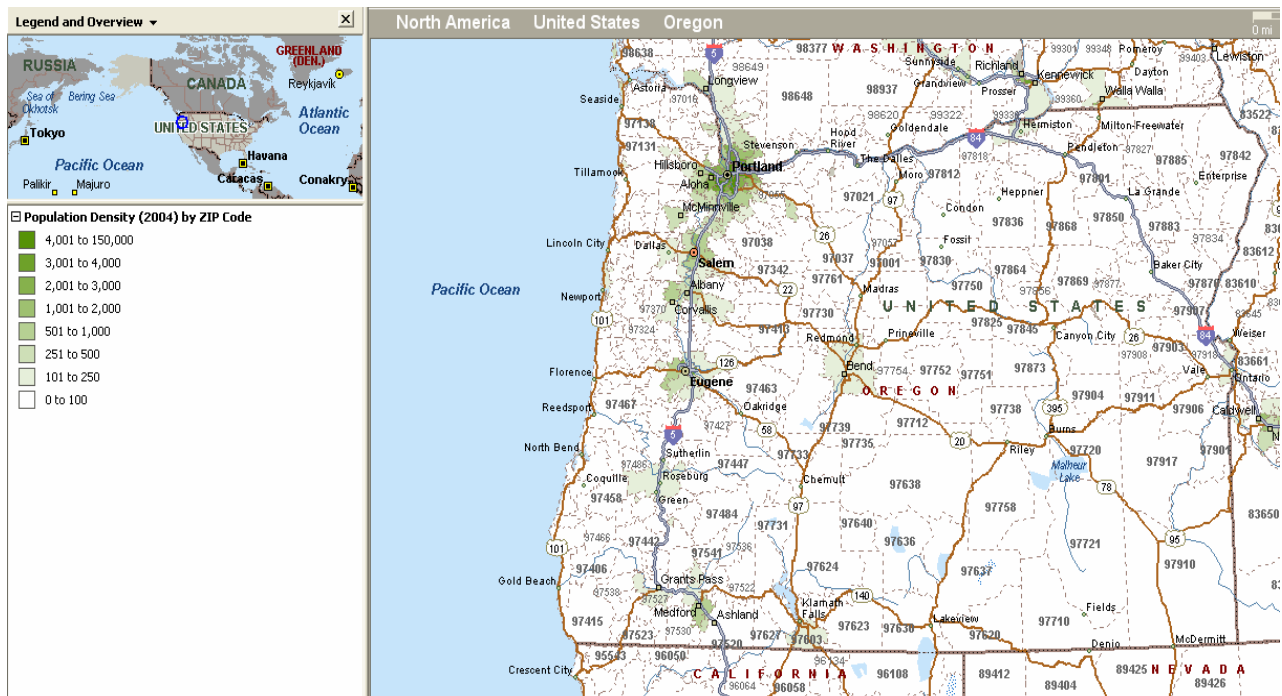
## **NEEDS ASSESSMENT**

A variety of data sources were used to develop the needs assessment portion of this plan. U.S. Census data, demographic projections from Claritas Inc, statistical information gathered through the Federal-State Cooperative System and reported by the National Center for Education Statistics, and the results of the 2006 Oregon Population Survey were drawn upon extensively. The State Library's Annual Performance Progress Report for Fiscal Year 2005 – 2006 also proved extremely useful in identifying areas of need. Finally, input received from the library community, and specifically input from the LSTA Planning Committee and the LSTA Advisory Council, was critically important in translating demographic realities into library service needs.

### **Demographic Information**

The U.S. Census Bureau reported that the population of Oregon at the time of the 2000 census was 3,421,399. Claritas Inc, a commercial provider of demographic information to the retail sector, estimates that the State's 2007 population is 3,704,715 and projects continued growth by the year 2012 to 3,901,226. Oregon's population growth exceeded the national trend between 2000 and 2007 (8.3% growth for Oregon vs. 7.0% growth for the U.S. as a whole) and is expected to do so for the next five year period as well (5.3% growth for Oregon vs. 4.6% growth for the U.S).

Oregon is a very large state geographically (98,386 square miles). It is, in fact, the ninth largest state in the U.S., has more territory than the ten smallest states in the union combined and is larger in size than all of the New England states (including Maine) added together. However, Oregon's notable size also contributes to the State's rank as 39<sup>th</sup> among the fifty states in population density. Oregon is home to approximately 35.6 people per square mile. This compares to a national average of 80.7 persons per square mile and New Jersey's density (the highest) of 1,134.4 persons per square mile. As is shown on the map on the next page, the vast majority of Oregon's population resides in an area that extends from the greater Portland metropolitan area south through the Willamette Valley. While population centers exist elsewhere in the State, most are relatively small and widely scattered.



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The disparity in population density is significant. For example, Multnomah County, the county in which Portland is located, is home to 1,579 persons per square mile. The population density in one zip code area in the City of Portland exceeds 8,500 per square mile. At the opposite end of the scale, Harney County in south-central Oregon has less than one person (0.6953) per square mile. Much of southern and eastern Oregon is very sparsely populated.

In 2007, Oregon's per capita income is estimated to be \$24,608 compared to a U.S. average of \$25,495. However, as with population density, there is considerable disparity in the distribution of wealth in the State. Per capita income in Clackamas County (close to Portland) is estimated to be nearly \$40,000 (\$39,888) while per capita income in Malheur County in southeastern Oregon is estimated to be \$21,582. The poverty rates in the two counties are inversely proportional to the per capita income rates in the two areas. While per capita income in Clackamas County is almost double the per capita income in Malheur County, the overall poverty rate in Malheur (19.5%) is more than double the percentage of those in poverty in Clackamas (9.0%).

There is certainly some correlation between geography and poverty in Oregon; however, it is also clear that urban poverty exists. The percentage of all Oregon's children (under the age of 18) living in poverty was 17.3% in 2004. The poverty rate for children under 18 living in Multnomah County was 19.3%. It is also important to note that according to U.S. Census figures, the overall

percentage of children in poverty in Oregon actually grew from 14.0% in 1999 to 17.3% in 2004.

The median age of Oregon's population is higher than the national average and the population is, in fact, getting older. Claritas projects that the State's median age in 2012 will be 38.9 years. This compares to a projected median age for the United States of 37.6 years. While this variance may seem small to the casual observer, it is, in fact, statistically significant. Furthermore, 14 of Oregon's 36 counties have a median age of more than 40 years and the median age in two (Curry and Wheeler) is approaching 50 (48.8 and 48.1 respectively). At the other end of the spectrum, Benton County (home of Oregon State University), has a median age of 31.1 years.

In fact, adults ages 55 and older account for much of Oregon's population growth. Claritas projects that there will be nearly 350,000 more Oregonians aged 55 and older in 2012 than there were at the time of the 2000 decennial census. The rate of growth in the 55 – 59 years and 60 – 64 years categories is particularly significant. Whereas the 55 – 59 population represented 5.06% of the State's total population in 2000, it is projected to be 7.06% of the population in 2012. Likewise, the 60 – 64 population was 3.84% of Oregon's population in 2000 and is expected to grow to be 6.27% of the population by 2012.

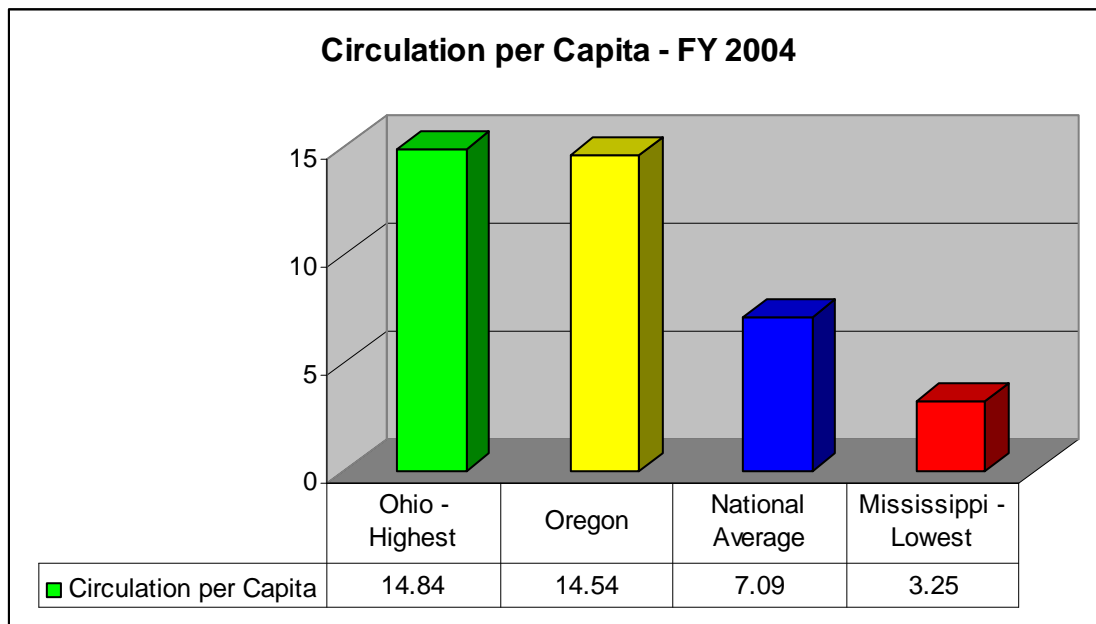
The percentages of minority populations in Oregon are generally lower than in the nation as a whole. Almost eighty-five percent (84.78%) of Oregon's population is White/Caucasian. The State's Black/African American population represents less than two percent (1.70%) of the total compared to more than twelve percent (12.37%) nationally. Oregon's Asian population is also smaller than the national average (3.41% vs. 4.27% nationally). Furthermore, the Asian population is very diverse with no single sub-group accounting for a majority. In fact, the largest sub-group is Chinese (20.11 % of the Asian population) followed by Vietnamese (18.26%), Korean (12.65%), Japanese (11.58%), and Filipino (10.33%).

The State's Hispanic/Latino population is growing fairly rapidly. Oregon's Hispanic/Latino population is currently approximately 10.3 % of the total compared to a U.S. average of 14.9%. However, the Hispanic/Latino population in Oregon is projected to grow from 275,314 at the time of the 2000 census to 472,878 in 2012. This represents a change from 8.05% of the population in the year 2000 to a projected 12.12% of the population in 2012.

Educational attainment in the State is close to national averages. The percentage of adults (age 25 and older) with a bachelor's degree is slightly higher than the U.S. average (16.5% vs. 15.7%). However, the percentage of Oregonians with a master's, professional, or doctoral degree is slightly lower than the national average (8.7% vs. 8.9%).

## Public Library Services

Library usage data collected by the states through the Federal-State Cooperative System (FSCS) shows that public library usage in Oregon is exceptionally high. Fiscal Year 2004 data (the most recent available for all states) reveal that Oregon ranked second in the nation in terms of the number of library materials circulated per capita.



In FY 2004, Oregon was also among the leaders nationally in Interlibrary Loan transactions (items received) per 1,000 population (2<sup>nd</sup>)<sup>1</sup>, and Oregon ranked 8<sup>th</sup> nationally in library visits per capita. However, the State's performance in reference transactions per capita placed it well down in the pack (27<sup>th</sup>). The same was true of the number of public use Internet terminals per 5,000 of population. Oregon placed 32<sup>nd</sup> among the states on this measure in 2004.

Results from the 2006 Oregon Population Survey confirm that public library use is high. Nearly sixty percent (59.1%) of Oregonians surveyed in this statewide biennial survey said that they had used a public library in the past year. However, while public library use in Oregon is strong, it has declined recently. After steadily increasing in 2000, 2002, and 2004 to a high of almost sixty-four percent (63.8%), it dropped back to fifty-nine percent (59.1%) in 2006. It is speculated that this drop is, at least in part, a reflection of budget cuts that have reduced library hours in many areas of the State. Reduced usage may be more a reflection of the public having less opportunity to access resources than waning desire to use libraries.

<sup>1</sup> It should be noted that Interlibrary Loan use is heavily influenced by the number of independent libraries in a given state. Nevertheless, resource sharing activity in Oregon is quite high.

Another disturbing trend is that usage by households below the poverty line decreased even more significantly (from 59% percent in 2004 to 53% percent in 2006). School age children show the highest usage of public libraries. Unfortunately, use by school-aged children (except for ages 5 to 9) also declined. Use by 15 to 19 year olds dipped from eighty-five percent (85%) to seventy-one percent (71%) between 2004 and 2006.

Another issue of considerable concern is the fact that access to quality library and information services is far from uniform in the State. While Oregon is home to some truly outstanding public libraries, there are also many people in the State who have no legal access to public library service or have access only to sub-standard service when measured against the state's minimum service criteria reported to the Oregon Department of Administrative Services as "Benchmark 38." (See [http://www.oregon.gov/OSL/Annual\\_Report\\_2006.doc](http://www.oregon.gov/OSL/Annual_Report_2006.doc) for more information on the benchmarks.)

The State Library's Annual Performance Progress Report for Fiscal Year 2005 – 2006 indicates that nearly twenty percent of Oregon's population is without public library service or has inadequate public library service. Major efforts to improve this situation by encouraging the formation of library districts have generated mixed results. A combination of a strong anti-tax mood and "double majority" requirements imposed by State Law on property tax elections have limited progress in reaching the goal of access to quality library service for all.

Maintaining local support for ongoing library operations has become progressively more difficult in recent years even for some well established libraries in the State. A series of property tax limitation measures approved by Oregon voters has placed increasing pressure on the willingness, and sometimes on the ability, of local governments to support library services. Many Oregon public libraries do not have permanent and/or dedicated sources of funding and are increasingly at risk. Furthermore, the risk is very real. The recent, highly-publicized, closure of the Jackson County Library System is a case in point.

### **School Library Services**

Comparable statistical information on school library media centers is difficult to find. Much of the information that is available is either anecdotal or quite dated. Much of the national comparative data available is from 2000 or earlier. ***The Status of Public and Private School Library Media Centers in the United States: 1999 – 2000*** published by the National Center for Education Statistics in March of 2004 offers some comparative data of value. The data from this study suggests that most of Oregon's public schools have libraries; however, at the time of the study, the State was well below the national average in terms of the percentage of schools with paid certified librarians (67.0% for Oregon vs. a 75.2% national average). The report also showed that the average library media

center expended only \$ 5,705 for all types of library materials in 1999 – 2000 as opposed to a national average of \$ 8,729 for materials. The Oregon Library Association’s Scan of Oregon Libraries in 2000 characterized the State’s school libraries as “an obscure presence.”

It appears that the situation has worsened in recent years. A review of 2002 – 2003 data on school staffing and expenditures on books and other library materials by the State Library revealed that only two public school libraries in Oregon met the quality requirements set by the Oregon Quality Education Model. The report notes that in 2003 there were only 461 school librarians working in Oregon schools compared to 818 school librarians in 1980. An October 2006 fact sheet generated by the State Library documented that the number of school librarians in the State has continued to drop. In 2006, there were only 433 school librarians to serve 1,290 public schools. School libraries were characterized as “endangered” in the State report.

A review of recently released data for 2004 – 2005 shows slight improvement in the percentage of schools meeting the Oregon Quality Education Model standards. While only two percent (2%) of schools met the QEM benchmarks in 2003 – 2004, eight percent (8%) met the standards for 2004 – 2005. Some have questioned the accuracy and completeness of the data used to measure this progress. Furthermore, it is too early to determine whether this change represents a positive trend or merely a statistical blip. Only time will tell.

There are a few other bright spots in regard to school libraries. The Oregon School Library Information System (OSLIS), which is partially funded with LSTA dollars, has provided students and teachers with access to valuable electronic resources. OSLIS use increased eighteen percent (18%) between 2005 and 2006. Oregon’s statewide digital reference service (L-net), which is also funded with LSTA dollars, is a promising information asset for students and teachers in the State as well.

With the exception of the good news related to OSLIS and the potential for L-net, the information regarding the status of school libraries is very discouraging. This is especially true considering that research conducted in Oregon and many other states by Dr. Keith Curry Lance demonstrated that reading test scores are higher in schools with quality school libraries. Although research shows that student performance is enhanced when schools provide quality library services, fewer and fewer students in Oregon have access to adequate school library/media centers.

### **Academic Library Services**

The picture in academic libraries, while far from rosy, is a bit brighter. Since 1990, 18 college and university libraries have been newly built or expanded. All but one of the libraries in the Oregon University System (Pierce Library at

Eastern Oregon University in La Grande) have been expanded or replaced since 1990. However, while many facilities needs have been addressed, capturing ongoing operational funds has been a great challenge. This fact, coupled with steadily increasing journal prices has left most academic libraries in the State with considerably less buying power than they have had in the past.

Another important issue facing academic libraries in Oregon (and elsewhere) is the redefinition of their fundamental role in a world that has increasingly turned to Google for answers. Ensuring that students and faculty are aware of higher level resources and making sure that they know how to find, evaluate, and use these resources have emerged as a important function in most academic libraries. Furthermore, the dearth of school libraries reported above means that many students arrive at institutions of higher learning lacking basic library and information literacy skills.

Oregon's 17 community colleges are also facing challenges in regard to information literacy. The Oregon Community College Library Association (OCCLA), which represents all 17 institutions, is current assessing the efforts that libraries are making in this area. The outgoing president of OCCLA indicated that there is tremendous interest in the topic but that existing efforts have been inconsistent.

In spite of significant challenges, Oregon's academic libraries have been exemplary in their efforts to maximize user access to their materials through resource sharing, collaborative alliances, and agreements. For example, Oregon's academic libraries consistently rank at the top in national rankings in regard to the number of interlibrary loan requests filled per enrolled student.

The Orbis Cascade Alliance is composed of 33 institutions in the states of Washington and Oregon. Alliance members serve more than ninety percent (90%) of all students in the two states who attend four year colleges and universities and twenty percent (20%) of those who attend two-year institutions. The Orbis Cascade Alliance facilitates resource sharing activities of all types, including a union catalog that includes 8.8 million titles and a courier system that moves materials between and among member libraries. Orbis Cascade also serves as a mechanism for the licensing of electronic resources and support staff development with workshops and conferences. Over a number of years, LSTA funds have provided some support for both the Orbis Cascade Alliance itself and for libraries wishing to join the consortium.

Oregon's community colleges are also eligible to participate in Orbis Cascade and some are now opting to do so. This connection between the two-year and four-year institutions has grown in importance as the role of the community colleges as "feeder" institutions has expanded. Oregon allows "dual-enrollment" in community colleges and its four-year campuses. Consequently, an increasing



number of students are serviced by multiple academic libraries during the course of a single academic year.

In addition to exhibiting a willingness to cooperate, Oregon's academic libraries have demonstrated an ability to be innovative as well. "LibraryFind," an open source meta-search tool was recently unveiled by the Oregon State University (OSU). The principle behind the tool is "two click" searching; one click to find and one click to get. This concept and the open source solution that is being pioneered by OSU are of great interest not just in Oregon, but throughout the nation. Some LSTA funds have been invested in the LibraryFind initiative.

### **Summary of Needs**

- **More than 9% of Oregonians are without public library service and another 11% have inadequate public library service.**
- **Many Oregon public libraries are at high risk due to the lack of permanent and/or dedicated sources of funding.**
- **Delivery of quality library services to Oregonians in sparsely populated areas is difficult and often expensive.**
- **The emergent literacy needs of Oregon's preschool children are significant yet public library use by preschoolers is lower than for other age groups.**
- **School libraries lack adequate staffing and other resources and are endangered.**
- **Rising prices, especially for journals, coupled with dwindling budgets have left most academic libraries with reduced buying power.**
- **Library efforts to teach information literacy skills are uneven and largely uncoordinated.**
- **Many Oregon libraries are not well prepared to serve a rapidly growing population of "active seniors."**
- **Many libraries are not well prepared to serve the growing Hispanic/Latino population and/or other emerging immigrant populations.**
- **Geography and inadequate staffing levels make the provision of continuing education and staff development for serving a diverse public difficult.**
- **Oregon lacks a coordinated plan for the digitization of valuable resources.**
- **Oregon lacks sufficient funding for "research and development" activities and for the initial implementation of innovative initiatives designed to enhance library and information services.**

## 2008 – 2012 LSTA GOALS

Oregon's LSTA Goals for 2008 – 2012 are designed to enable the Oregon State Library to make progress in addressing the needs identified above within the framework of the six purposes for the LSTA program that are specified in the Library Services and Technology Act ((LSTA) (20 U.S.C. 9141). The Act indicates that a State Library Administrative Agency shall expend funds for one or more of the following:

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
2. developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;
3. providing electronic and other linkages among and between all types of libraries;
4. developing public and private partnerships with other agencies and community-based organizations;
5. targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and,
6. targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902 (2))) applicable to a family of the size involved.

Following is a summary of Oregon's 2008 – 2012 LSTA Goals as well as the need or needs each is intended to address and an indication of which LSTA purposes are served by each goal.

## **GOAL # 1 – Providing Access to Information Resources**

***All Oregonians have access to high-quality library and information resources, anytime, anywhere, that help them achieve success in school, in the workplace, and in their daily lives.***

### **Needs Addressed:**

- More than 9% of Oregonians are without public library service and another 11% have inadequate public library service.
- Many Oregon public libraries are at high risk due to the lack of permanent and/or dedicated sources of funding.
- Delivery of quality library services to Oregonians in sparsely populated areas is difficult and often expensive.
- The emergent literacy needs of Oregon's preschool children are significant yet public library use by preschoolers is lower than for other age groups.
- School libraries lack adequate staffing and other resources and are endangered.
- Rising prices, especially for journals, coupled with dwindling budgets have left many academic libraries with reduced buying power.
- Many Oregon libraries are not well prepared to serve a rapidly growing population of "active seniors."
- Many libraries are not well prepared to serve the growing Hispanic/Latino population and/or other emerging immigrant populations.

### **LSTA Purposes Served:**

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
2. developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;
5. targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and,
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## ***GOAL # 2 – Developing Information Literacy Skills***

***All Oregonians possess the information literacy skills necessary to find, evaluate, and use the information resources that they need to succeed.***

### **Needs Addressed:**

- Library efforts to teach information literacy skills are uneven and largely uncoordinated.
- School libraries lack adequate staffing and other resources and are endangered.

### **LSTA Purposes Served:**

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
2. developing library services that provide all users access to information through local, state, regional, national, and international electronic networks; and
5. targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

## ***GOAL # 3 – Fostering the Joy of Reading***

***All Oregonians experience the joy of reading and develop and maintain a high level of reading ability.***

### **Needs Addressed:**

- The emergent literacy needs of Oregon's preschool children are significant yet public library use by preschoolers is lower than for other age groups.
- Delivering quality library services to Oregonians in sparsely populated areas is difficult.
- Many Oregon libraries are not well prepared to serve a rapidly growing population of "active seniors"
- Many libraries are not well prepared to serve the growing Hispanic/Latino population and/or other emerging immigrant populations.

### **LSTA Purposes Served:**

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
5. targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and,
6. targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902 (2))) applicable to a family of the size involved.

### ***GOAL # 4 – Increasing Capacity to Provide Library Service***

***Libraries in Oregon offer expanded access to information and educational resources, enhanced access to networked information, improved linkages between and among all types of libraries and more effective services to populations targeted in LSTA because library staff have the knowledge, skills and competencies they need to effectively advance the six LSTA purposes.***

### **Needs Addressed:**

- Geography and inadequate staffing levels make the provision of continuing education and staff development for serving a diverse public difficult.
- The emergent literacy needs of Oregon's preschool children are significant yet public library use by preschoolers is lower than for other age groups.
- Library efforts to teach information literacy skills are uneven and largely uncoordinated.
- School libraries lack adequate staffing and other resources and are endangered.
- Many Oregon libraries are not well prepared to serve a rapidly growing population of "active seniors."
- Many libraries are not well prepared to serve the growing Hispanic/Latino population and/or other emerging immigrant populations.

### **LSTA Purposes Served:**

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;

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### ***GOAL # 5 – Using Technology to Expand Access and to Increase Efficiency***

***Oregon libraries use cost-effective technologies to expand and enhance the access that all Oregonians have to information resources.***

#### **Needs Addressed:**

- Oregon lacks a coordinated plan for the digitization of valuable resources.
- Oregon lacks sufficient funding for “research and development” activities and for the initial implementation of innovative initiatives designed to enhance library and information services.

#### **LSTA Purposes Served:**

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
2. developing library services that provide all users access to information through local, state, regional, national, and international electronic networks; and
3. providing electronic and other linkages among and between all types of libraries;
6. targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902 (2))) applicable to a family of the size involved.

## ***GOAL # 6 – Positioning Libraries to Help Build Strong Communities***

***Oregon libraries are centers of community life where Oregonians connect with information resources and with each other.***

### **Needs Addressed:**

- More than 9% of Oregonians are without public library service and another 11% have inadequate public library service.
- Delivery of quality library services to Oregonians in sparsely populated areas is difficult and often expensive.
- Many Oregon libraries are not well prepared to serve a rapidly growing population of “active seniors.”
- Many libraries are not well prepared to serve the growing Hispanic/Latino population and/or other emerging immigrant populations.

### **LSTA Purposes Served:**

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
2. developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;
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## PROGRAMS/ACTIONS

The following definitions are useful in understanding the components of the plan:

**Goal:** Broad statement of desired results. (Need not be stated in quantifiable terms. Progress toward the goals can be measured by lower-level intermediate outcomes and related outputs.)

**High-level Outcome:** A measurable indicator of societal well-being.

**Strategy:** Steps designed specifically to address a priority of an organization.

**Intermediate Outcome:** A measure of a desired result that represents a contribution to achieving a high-level outcome target.

**Target:** The desired level of an output or outcome measure at a specific point in time. Note that in some instances, targets will be based on existing data; however, in many other instances, new baselines will be created as part of the implementation of the LSTA Plan and targets will be set relative to these new baselines.

### ***GOAL # 1 – Providing Access to Information Resources***

***All Oregonians have access to high-quality library and information resources, anytime, anywhere, that help them achieve success in school, in the workplace, and in their daily lives.***

#### **High Level Outcome**

- **Library services are extended to those who are currently unserved**
  - Potential Strategies/Initiatives
    - Supporting pilot/demonstration projects in unserved areas
    - Supporting the exploration of innovative mechanisms to encourage implementation of basic library services in unserved areas including the short-term provision of “safety-net” services
    - Supporting capacity building efforts (planning and community analysis)
    - Supporting public awareness/education efforts regarding lack of universal access
    - Supporting the development of basic library services through consulting services provided by the Oregon State Library’s Library Development Services



- Intermediate Outcomes
  - Increase in the percentage of the population served by a public library
  - Indicators of success of pilot projects
    - Success in securing ongoing local funding
  - Increased public awareness of inadequacy of service
  - Number of people served through pilot/safety-net projects
  - Number of consulting contacts with local groups supporting the development of library services
  
- Targets
  - Restoration of services in unserved areas that were previously served (Target: 100% restored by 2012)
  - Increase in the percentage of Oregonians served by a public library (Target: 98% served by 2012)
  - Success rate of pilot projects (Target: 65% successful in gaining local support within five years of completion of pilot project)
  - Reversal of recent downward trend in library usage as measured through Oregon Population Survey (Target: 40.5% use in last six months by 2010, 41.5% use in last six months by 2012)

### High Level Outcome

- **Library services are enhanced for those who are currently under-served**
  - Potential Strategies/Initiatives
    - Supporting the enhancement/expansion of current efforts to increase access such as PLINKIT, OSLIS, and L-net
    - Supporting capacity building efforts (planning and community analysis)
    - Supporting cooperative efforts to extend the buying power of libraries
    - Supporting efforts to increase bandwidth available to rural libraries
    - Supporting efforts to coordinate/communicate local electronic content development
    - Supporting efforts to help local libraries develop effective outreach services to immigrant populations
    - Supporting efforts to help libraries serve the growing population of “active seniors”
    - Supporting efforts that help school libraries achieve the Quality Education Model targets
    - Supporting efforts that help libraries develop outreach services that address illiteracy

- Supporting the strengthening of Oregon’s libraries through consultation, education, and coordination services from the Oregon State Library’s Library Development Services with a focus on technology planning, school library consulting, and youth services consulting for public libraries
  - Facilitating the gathering/dissemination of library statistics for libraries, including school libraries
- Intermediate Outcomes
  - Increased usage of OSLIS resources
  - Increased usage of L-net
  - Increase in number of libraries developing enhanced web presence using PLINKIT tools
  - Increase in the number of Oregonians served by a public library meeting minimum standards
  - Number of subgrants awarded and implemented that successfully support outreach efforts to serve targeted audiences
  - Number of staff development opportunities provided
  - Number of consulting contacts with libraries
- Targets
  - Reversal of recent downward trend in library usage as measured through Oregon Population Survey (Target: 40.5% use in last six months by 2010, 41.5% use in last six months by 2012)
  - Increase in the percentage of Oregonians served by a public library meeting minimum service criteria (Target: 95% served by 2012)
  - Increase in the use of OSLIS databases (Target: 20% increase in each year covered by the 2008 – 2012 LSTA Plan)
  - Increase in use of L-net (Target: increase daily visits by 10% per year and improve 80% satisfaction rate to 90% during 2008 – 2012 period)
  - Increase in number of libraries using PLINKIT tools to develop enhanced websites (Target: establish baseline for number of pages created and develop targeted increase for each subsequent year)
  - Increase in the effectiveness of staff development offerings (Target: routinely conduct pre and post participation surveys to assess outcomes/effectiveness of training efforts and what happens as a result of the training, e.g., implemented a new technology, added a service, etc.)

## ***GOAL # 2 – Developing Information Literacy Skills***

***All Oregonians have the information literacy skills they need to find, evaluate, and use the information resources that they need to succeed.***

### **High Level Outcome**

- **Information literacy skills are improved through the development and implementation of a unified/coordinated pre-kindergarten through graduate school “curriculum” for information literacy**
  - Potential Strategies/Initiatives
    - Supporting a survey of existing status of information literacy training in Oregon
    - Supporting a multitype library summit to discuss information literacy needs and potential framework for a unified, coordinated curriculum
    - Supporting efforts to develop a statewide information literacy curriculum
    - Supporting efforts that encourage increased/more effective use of OSLIS databases
    - Awarding of subgrant(s) for implementation of model(s)
  - Intermediate Outcomes
    - Better understanding of the scope of information literacy needs and of the libraries/organizations that are best-equipped to lead curriculum development effort
    - Creation of a coordinated framework for information literacy efforts in all libraries
    - Increased public access to effective information literacy training
  - Targets
    - Completion of survey (Target: completion and dissemination of useful baseline information by end of 2008)
    - Development of a unified/coordinated information literacy curriculum (Target: completion by 2010)
    - Awarding of subgrants for pilot implementation (Target: 2011) Effort will be made to develop evaluation of the subgrant(s) that utilize(s) outcome-based evaluation methodology

### High Level Outcome

- **Information literacy skills are enhanced by integration of information literacy components into lifelong learning activities undertaken by libraries**
  - Potential Strategies/Initiatives
    - Supporting virtual and traditional readers' advisory initiative(s) that include information literacy element
    - Supporting "topical" information literacy training pilots/demonstrations
    - Supporting efforts that encourage collaboration, cooperation, and coordination of adult programming efforts
  - Intermediate Outcomes
    - Development of readers' advisory models that can be replicated by libraries throughout the State
    - Development of models for topical information literacy training that can be replicated by libraries throughout the State
    - Development of effective multitype library partnerships that support the encouragement of reading and the adoption of elements of the information literacy curriculum in efforts to encourage reading among young adults and adults
  - Targets
    - Number of subgrants awarded (Target: at least one innovative pilot project each year – 2008 – 2012)
    - Adoption of models by other libraries (Target: each pilot project replicated by at least 2 libraries within two years of completion of the initial pilot subgrant – 2010- 2012)

### ***GOAL # 3 – Fostering the Joy of Reading***

***All Oregonians experience the joy of reading and develop and maintain a high level of reading ability.***

### High Level Outcome

- **School readiness and educational performance are improved through library programming for children and young adults**
  - Potential Strategies/Initiatives
    - Supporting the Summer Reading Program
    - Supporting statewide reading incentive programs that help children and young adults develop and/or maintain their reading skills
    - Awarding subgrants that support emergent literacy efforts

- Intermediate Outcomes
  - Participation in Summer Reading Program
  - Participation in other reading incentive programs
  - Development of reading skills
  - Maintenance of reading skills over the summer
- Targets
  - Conduct at least one outcome-based evaluation of a program funded under this goal. Work with Oregon Department of Education, a school district or districts and one or two libraries to create a research design model that assesses the impact of library-based reading programs on development and/or maintenance of reading skills. If possible create expectation for replication of the study on a periodic basis (longitudinal study). Create baseline in first study (Target: 2010) and compare results in follow-up study (Target: 2012)

### High Level Outcome

- **Adults are encouraged to read**
  - Potential Strategies/Initiatives
    - Supporting special programs/exhibits that encourage reading
    - Supporting the development of Readers' electronic and print readers' advisory tools
    - Awarding subgrants that support collaborative efforts between and among public, school, and academic libraries (including community colleges) that encourage reading
  - Intermediate Outcomes
    - Number of LSTA supported special programs/exhibits that encourage reading and attendance at programs/exhibits
    - Increased usage of library materials
    - Increased number of collaborative projects involving multiple types of libraries to encourage reading
  - Targets
    - Reversal of recent downward trend in library usage (as measured through Oregon Population Survey) (Target: 40.5% use in last six months by 2010, 41.5% use in last six months by 2012)
    - Percentage of Hispanic population using libraries within previous year (as measured through the Oregon Population Survey) (Target: 58% usage by 2010; 60% usage by 2012)

- Percentage of Oregonians over the age of 65 using libraries within the previous year as measured through the Oregon Population Survey (Target: 50% usage by Oregonians age 65 – 74; 45% usage by Oregonians age 75 and over by 2010; 52% usage by Oregonians age 65 – 74; 47% usage by Oregonians age 75 and over by 2012)

**GOAL # 4 – Increasing Capacity to Provide Library Service**

***Libraries in Oregon offer expanded access to information and educational resources, enhanced access to networked information, improved linkages between and among all types of libraries and more effective services to populations targeted in LSTA because library staff have the knowledge, skills and competencies they need to effectively advance the six LSTA purposes.***

**High Level Outcome**

- **Libraries offer enhanced access to library resources and services because they are able to recruit and retain well-qualified staff members to serve populations targeted in the six LSTA purposes (e.g., individuals from diverse geographic, cultural and socioeconomic backgrounds)**
  - Potential Strategies/Initiatives
    - Awarding subgrants for scholarships to ALA accredited programs of graduate education in librarianship
    - Supporting exploration and implementation of programs that encourage library professionals to work in rural areas of the State
  - Intermediate Outcomes
    - Oregon libraries are able to recruit and retain qualified staff who are better equipped to advance the six LSTA purposes
    - Increased number/percentage of library staff with formal training in library science related to the six LSTA purposes (including online courses, continuing education, workshops, etc.)
    - Increased number of library staff in rural areas holding Master’s degree in Library Science (individuals holding a MLS degree are presumed to have enhanced skills related to the six LSTA purposes (e.g., greater knowledge of electronic networks)
  - Targets

- Create baseline of data (sample of a cross section of libraries) regarding time elapsed between announcing and filling vacancies in professional positions (Target: set baseline in 2008 and set targets for a decrease in time elapsed for each subsequent year 2009 – 2012) Also track whether successful candidate came from within Oregon or from out-of-State
- Create baseline of data regarding number/percentage of library staff (at all levels) who have participated in some form of library education. (Target: set baseline in 2008 and set increased targets for each subsequent year – 2009 – 2012)
- Determine number of librarians holding MLS degree in rural Oregon (Target: set baseline in 2008 and set increased targets for each subsequent year – 2009 – 2012)

### High Level Outcome

- **Libraries offer enhanced access to library resources and services because staff members have been trained to use electronic networks and to develop and deliver services that are effective in serving populations targeted in the six LSTA purposes**
  - Potential Strategies/Initiatives
    - Supporting greater access to distance learning pertinent to the six LSTA purposes to reduce the impact of geography/lack of population density
    - Supporting the expansion of online learning opportunities that are related to the six LSTA purposes
    - Supporting efforts to train paraprofessional library staff to use electronic networks and resources more effectively
    - Awarding subgrants to foster cooperation, collaboration, and exchange programs for librarians and staff between libraries, especially of staff with unique skills
    - Strengthening Oregon’s libraries through consultation, education, and coordination services from the Oregon State Library’s Library Development Services with a focus on aspects of technology planning, school library consulting, and youth services consulting for public libraries that are related to the six LSTA purposes
  - Intermediate Outcomes
    - Increased number/percentage of library staff with formal training in library science related to the six LSTA purposes (including online courses, continuing education, workshops, etc.)

- Increased availability of staff development/training related to the six LSTA purposes in remote locations
  - Targets
    - Increased number/percentage of library staff (at all levels) who have participated in some form of library education supported with LSTA funds (Target: set baseline in 2008 and set increased targets for each subsequent year – 2009 – 2012)
    - Increased number of continuing education opportunities that are site-neutral (participants can take part from any location) (Target: set baseline in 2008 and set increased targets for each subsequent year – 2009 – 2012)
    - Effectiveness of staff development offerings (Target: routinely conduct pre and post participation surveys to assess outcomes/effectiveness of training efforts and what happens as a result of the training, e.g., implemented a new technology, added a service targeting a population identified in the LSTA purposes, etc.)

### High Level Outcome

- **Libraries are more effective in delivering services that fulfill the six LSTA purposes because library staff in the field receive adequate support and guidance**
  - Potential Strategies/Initiatives
    - Supporting programs that encourage collaboration and partnerships including the sharing staff between/among libraries
    - Supporting a mentoring program to increase the ability of new library staff to offer services that support the six LSTA purposes
  - Intermediate Outcomes
    - Availability of statistics/data to local libraries that are useful for decision-making in reaching audiences targeted in the six LSTA purposes
    - Increased confidence among new library directors that increases their capacity to use technology and to reach targeted audiences
  - Targets
    - Timely release of statistical data (Target: different specific targets for various sets of data)



- Number of subgrants awarded that encourage staff sharing that enables enhanced services to targeted populations (Target: at least two during five-year cycle)

***GOAL # 5 – Using Technology to Expand Access and to Increase Efficiency***

***Oregon libraries have and use cost-effective technologies to expand and enhance the access that all Oregonians have to information resources.***

**High Level Outcome**

- **Libraries increase their efficiency and cost-effectiveness through the use of new technologies**
  - Potential Strategies/Initiatives
    - Supporting E-visioning/Futures conferences or other opportunities to expose library staff to new and emerging technologies to increase library efficiency
    - Awarding subgrants for pilot projects implementing new technologies that increase efficiency
  - Intermediate Outcomes
    - Increased knowledge of new and emerging technologies that increase efficiency and/or save money
    - Positioning of libraries to be “ahead of the curve”
    - Demonstration of new technologies on a limited scale to help libraries determine whether their library(ies) should implement the technology(ies)
  - Targets
    - Conducting at least 2 statewide Futures/E-visioning conferences during the 2008 – 2012 LSTA cycle (Target: representation from at least one-quarter of the State’s libraries (public, school, and academic) at the first conference. Representation of at least one-half of the State’s libraries at the second conference. Conduct post-participation survey after each conference to determine impact in terms of changed attitudes, adoption of new technologies, etc.)
    - Awarding of subgrants arising from E-visioning/Futures Conference content (Target: at least two subgrants awarded that were directly related to conference content [one subgrant arising from each of the two conferences])

**High Level Outcome**

- **Access to information is enhanced through the effective use of cost-effective technologies to deliver information/content**
  - Potential Strategies/Initiatives
    - Supporting E-visioning/Futures conferences or other opportunities to expose library staff to new and emerging technologies for content delivery
    - Awarding subgrants for pilot projects implementing new content delivery technologies
  - Intermediate Outcomes
    - Increased knowledge of new and emerging technologies that enhance content delivery
    - Positioning of libraries to be “ahead of the curve”
    - Demonstration of new technologies on a limited scale to help libraries determine whether their library(ies) should implement the technology(ies)
  - Targets
    - Conducting at least 2 statewide Futures/E-visioning conferences during the 2008 – 2012 LSTA cycle (Target: representation from at least one-quarter of the State’s libraries (public, school, and academic) at the first conference. Representation of at least one-half of the State’s libraries at the second conference. Conduct post-participation survey after each conference to determine impact in terms of changed attitudes, adoption of new technologies, etc.)
    - Awarding of subgrants arising from E-visioning/Futures Conference content (Target: at least two subgrants awarded that were directly related to conference content [one subgrant arising from each of the two conferences])

### **High Level Outcome**

- **Access to information is enhanced through the effective use of cost-effective technologies that enable libraries of all types to share resources**
  - Potential Strategies/Initiatives
    - Supporting the identification and dissemination of information regarding existing digitization efforts in Oregon
    - Supporting a “Digital Summit” to set statewide goals and strategies for digitization
    - Supporting the adoption and dissemination of basic standards for digitization

- Supporting the exploration of ways to apply open-source solutions such as “LibraryFind” to address statewide resource sharing needs
  - Intermediate Outcomes
    - Better understanding of the scope of digitization needs in the State
    - Greater awareness and adoption of standards related to digitization
    - Prioritization of collections and resources that are candidates for digitization
    - Wide adoption of emerging open-source solutions that support resource sharing
  - Targets
    - Completion of survey of the current status of digitization in the State (Target: conduct web survey in 2008 or 2009)
    - Planning and conducting “Digital Summit” (Target: conduct summit in 2010)
    - Adoption of a set of State Library endorsed standards for digitization projects (Target: 2010 – following Summit)
    - Development of priority list of collections resources that are candidate for digitization (Target: by 2011 – following Summit)
    - Awarding of subgrant(s) that enable libraries to participate in open-source projects such as LibraryFind (Target: at least two subgrants awarded during 2008 – 2012 LSTA cycle)

***GOAL # 6 – Positioning Libraries to Help Build Strong Communities***

***Oregon libraries are centers of community life where Oregonians connect with information resources and with each other.***

**High Level Outcome**

- **Communities are strengthened as libraries become centers of community life**
  - Potential Strategies/Initiatives
    - Supporting a statewide market segmentation study
    - Supporting the develop of demographic profiles for each library service area
    - Supporting a “Community Building” conference involving teams from communities (librarian, library board member, elected official, school district and/or community college leaders, business leader, etc.)

- Awarding subgrants for programming efforts that bring diverse segments of communities together in libraries
  - Supporting the development of online discussion groups
- Intermediate Outcomes
  - Greater awareness of libraries as centers of community life
  - More dynamic, community-based programming
  - Opportunity for diverse segments of the population to find common ground at the library
  - Development of library-based electronic interest groups/communities
- Targets
  - Completion of Statewide market segmentation study. (Target: conduct follow-up survey six months after the survey results have been disseminated to the library community to determine degree to which the information has been useful and has/is being used.)
  - Completion of demographic profiles for public library service areas. (Target: completion of demographic profiles for six diverse libraries in the State. (2008) Follow-up evaluation of the usefulness of the information. (2009) Revision of the profiles based on library input and completion of at least six additional profiles – 2010 – 2012)
  - Increased awareness of the library as a center of community life. (Target: conduct pre and post participation survey of attendees at “Community Building” conference[s]. Conduct follow-up survey one year later to determine whether participants have acted on what they heard/learned.)

## **Policies and Procedures**

The policies and procedures under which the *Oregon Library Services and Technology Act Five-Year State Plan* will be administered are as follows:

### **Administrative Policy**

The Oregon State Library has the fiscal and legal authority and capability to administer all aspects of the LSTA. The State Library Board of Trustees approves policy regarding the administration of the LSTA. The Board makes policy decisions and awards LSTA grants after considering recommendations of the LSTA Advisory Council and the State Librarian.

### **Stakeholder Involvement**

The LSTA Advisory Council assists the State Library Board of Trustees in carrying out the *Oregon Library Services and Technology Act Five-Year State Plan* by involvement in the project proposal and grant application review processes, making recommendations after each review process, evaluating progress in accomplishing the State Plan, and advising the Board about other issues concerning the LSTA federal library grant program.

The LSTA Advisory Council consists of thirteen members and is broadly representative of library entities in Oregon, including public, school, academic, and special libraries. Special consideration is given to ensure that geographic areas of the state are represented, as are library users, and representatives of underserved persons, and persons with disabilities.

### **Delegation of Administration**

The State Library Board of Trustees delegates to staff responsibility for procedural implementation of the LSTA. The State Library may expend up to 4% of allowed LSTA funds for administration of the LSTA in Oregon. The LSTA Advisory Council will annually recommend to the State Library Board anticipated expenditures for administration. Expenditures will include grants coordination staff, program services and supplies, and Council travel and meeting expenses.

### **Annual Decisions about Expenditures**

LSTA funds may be used for statewide projects and competitive grant programs that meet the priorities of the LSTA. The LSTA Advisory Council will provide leadership to balance the funds directed to various LSTA goals and priorities. The Council will annually recommend to the State Library Board anticipated funding ratios between statewide programs, whether administered by the State Library or another fiscal agent, and the competitive grant program. The Council may choose to recommend prioritizing certain Oregon LSTA goals in some grant cycles, announcing an interest in grants that achieve several goals, or inviting

libraries to submit proposals to replicate successful projects. The recommended funding ratios and priorities for an upcoming year will be communicated to the library community for input prior to Council meetings. As needed, the Council may recommend special requests for LSTA expenditures to the Board.

### **Amending the Plan**

The LSTA Advisory Council will consider whether amendments to the Five-Year State Plan are needed. The LSTA Advisory Council will invite feedback about the need for amendments from major stakeholders, taking into account library development goals of the Oregon Library Association, the Oregon Association of School Libraries/Oregon Educational Media Association and other associations interested in the development of library services in Oregon. Draft amendments to the Five-Year State Plan, which can be considered as major LSTA policy decisions, will be distributed to the library community for their input before a recommendation is made to the Oregon State Library Board for approval.

### **Evaluating the Plan**

The State of Oregon revised its performance measure system in 2002 in response to legislation passed in the 2001 legislative session. The law required the Oregon Progress Board to develop performance measure guidelines for state agencies. To respond to the need to use a common language for performance measurement, the Oregon Progress Board adopted the terms put forth by the Governmental Accounting Standards Board. These terms were used in the logic model developed for evaluating the Oregon LSTA Five-Year State Plan: 2008 – 2012:

Goal: Broad statement of desired results. (Need not be stated in quantifiable terms. Progress toward the goals can be measured by lower-level intermediate outcomes and related outputs.)

High-level Outcome: A measurable indicator of societal well-being.

Strategy: Steps designed specifically to address a priority of an organization.

Intermediate Outcome: A measure of a desired result that represents a contribution to achieving a high-level outcome target.

Target: The desired level of an output or outcome measure at a specific point in time.

### **Monitoring the Plan**

The LSTA Advisory Council will monitor progress made on the Oregon LSTA Five-Year State Plan. Staff will provide annual updates of the LSTA Intermediate

Outcomes to the Council. Cumulative lists of grants awarded organized by LSTA goals will be created. Using these tools the Council will monitor progress on specific goals and strategies, and make decisions for an upcoming grant cycle about prioritization of goals, or statewide programs. Library Development staff will list each project funded in a fiscal year on the Library Development website, accompanied by an abstract describing the project, and contact information. The grant list will be organized by goals in the Five-Year State Plan. Subgrantees will be expected to publicize each project in available and appropriate media outlets.

Individual subgrantee projects submit quarterly financial and program activity reports that staff will monitor. Peer evaluations of subgrantee projects conducted by external evaluators from the library community will be posted on the Library Development website for the benefit of all interested in the LSTA program. Library Development staff will communicate best practices derived from LSTA grants.

### **Application Procedures**

All criteria for evaluating LSTA project proposals and grant applications will be made available as part of the annual grant announcement packet. The announcement packet will be annually reviewed by the LSTA Advisory Council and distributed widely. Major changes in the guidelines will also be reviewed by the State Library Board of Trustees.

LSTA grants may be made to any legally-established public library, academic library, special library, school library, library cooperative or consortium, or to any legally established organization willing to serve as fiscal agent for a project to benefit one or more libraries.

A two-phase application process will be followed. Project proposals and full grant applications that are submitted by the deadline will be reviewed and evaluated by the LSTA Advisory Council and staff according to published criteria. The Council makes recommendations about grants to the State Library Board of Trustees. Project proposals will be submitted first. Those evaluated highly will be recommended to the State Library Board for invitation to submit full grant applications. The invited grant applications will then be reviewed and evaluated. A list of those evaluated highly will be recommended for funding to the State Library Board. The Board of Trustees awards LSTA grants. Libraries/agencies not receiving invitations to apply for grant funds are not prohibited from doing so.

There are no predetermined limits on the amount of LSTA assistance that libraries may request. The State Library does endeavor to make as many grants as possible to libraries throughout the state. For this reason, libraries submitting proposals that would require a large portion of the state's LSTA allotment may be less competitive than smaller requests.

Indirect costs to cover administrative charges that will be incurred by the fiscal agent may be requested from LSTA funds. Indirect charges may not exceed 6% of total direct costs requested from grant funds. A copy of relevant portions of a Federally-approved indirect cost plan must be submitted with the grant application.

### **Considerations Before Applying**

Competitive grants will be awarded based on the merits of the applications in a given pool. Any sound project proposal that addresses the goals of the LSTA may be considered for funding. Addressing goals in the LSTA Five-Year State Plan will be a criterion that will be evaluated in the project proposal review process. The State Library Board and Council value the use of LSTA funds to demonstrate new services, programs, and technologies to the Oregon library community. Innovation will be a criterion that will be evaluated in the project proposal review process. However, as stated above, any sound project proposal that addresses the purposes of the LSTA may be considered for funding, regardless of the extent of innovation proposed. The Board and Council value the use of LSTA funds to demonstrate to a local community that services, programs, and technologies may be successful there, regardless of whether these services, programs, and technologies may already have been implemented by other libraries.

Technology grants for resource sharing will adhere to national standards that allow automated catalogs to be searchable by other libraries and/or permit bibliographic records to be exported to automated regional catalogs.

Continuing education subgrantees will invite participants from other types of libraries if space allows. Continuing education subgrantees should evaluate grant-funded training opportunities to collect outputs for example, to measure number of staff training hours accumulated, as well as to contribute to outcomes, for example through follow-up surveys.

The LSTA Advisory Council will expect that applicants will fully exhaust resources in the community, in particular developing partnerships to the full extent possible, before seeking LSTA funds. Local matching support for grant projects funded from LSTA sources is not required by federal or state regulations. However, cash and/or in-kind support from local sources is expected from all applicants as evidence of local commitment to the project objectives.

Grant funding will be available for announced 12-month periods. Grants will not be made for projects that would require funding beyond one year. Libraries may re-apply for funding in subsequent years for multi-year projects. In those cases a letter of intent needs to be submitted in lieu of the project proposal. The letter should indicate that another year of grant funding will be sought, justify the



continuance of support, propose the amount needed from grant funds, and comment on any additional resources obtained for the project. Full grant applications will subsequently be required. All approved LSTA projects are expected to seek on-going funding from local or other sources to support the project once the federal aid has ended.

### **Grant Administration Procedures**

Once LSTA grant funds are released to the State, the State Library will send a Grant Contract to each subgrantee. The Grant Contract is a formal agreement between the State and the project fiscal agency. This contract sets out a number of requirements for administering the grant including that:

- All federal funds will be expended solely for the purpose for which a grant was awarded.
- All federal funds must be spent in accordance with all applicable laws and regulations governing LSTA.
- Federal funds may not be used for political purposes.
- If LSTA funds are used to purchase computers to access the Internet or pay direct costs associated with accessing the Internet, public and school libraries must "have in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access ...to visual depictions that are obscene or child pornography."

A schedule for reporting on grant activities and financial activities will be written into the grant contract. Funds for peer evaluation of each subgrant will be added to the approved grant amount. The State Library will match each subgrant with a peer evaluator to facilitate the evaluation of grants and the LSTA program. Multi year grants will be assigned an evaluator early in the first year to assess progress for the LSTA Advisory Council to consider when subsequent grant applications are submitted.

Local support of agencies receiving federal funds may not be reduced because of receipt of federal funds.

## EVALUATION PLAN

The Oregon State Library is committed to measuring the impact of the projects and services it supports with funding from all sources. Mechanisms for reporting progress towards its goals include the Annual Performance Progress Report, which is submitted to the Oregon Department of Administrative Services, and the State Program Report Summary, which is submitted to the Institute of Museum and Library Services.

The Annual Performance Progress Report calls for the tracking and reporting of key measures related to the mission of the State Library. The Institute of Museum and Library Services has strongly encouraged state library administrative agencies to adopt outcome-based evaluation techniques in its evaluation of projects and services supported in part or in total with Library Services and Technology Act funds.

The Oregon State Library has developed the goals of its 2008 - 2012 LSTA Five-Year Plan to reflect the impact that it hopes to have on real people. Goals are stated in terms of outcomes and every effort will be made to document progress to reflect the benefits that are received by individuals whether they are the end-users of libraries or workers in libraries.

While the State Library will continue to monitor and report input and output measures, it will also move toward outcome-based measurement whenever possible. This will take real effort on the part of State Library staff and on the part of library staff in institutions that receive LSTA subgrants through the State Library. Following are some of the steps that the State Library intends to take to ensure that progress is made toward outcome-based assessment:

- Stating goals and objectives in terms of the benefits that will be received by individuals
- Capturing quality baseline data to enhance the possibility of measuring progress
- Conducting follow-up evaluations/studies when appropriate
- Training State Library staff and potential subgrantees in outcome-based evaluation techniques
- Training peer evaluators in outcome-based evaluation techniques
- Creating stronger linkages between planning and evaluation

The Oregon State Library also intends to explore ways in which it can coordinate and unify the collection of evaluative data and information to reduce any needless duplication of effort required to report progress to the Oregon Department of Administrative Services and to the Institute of Museum and Library Services.

## **STAKEHOLDER INVOLVEMENT**

The Oregon State Library worked with Himmel & Wilson, Library Consultants on the evaluation of the implementation of the 2003 – 2007 LSTA Plan and on the development of the 2008 – 2012 Plan. The evaluation process was intentionally designed to provide insights that would be useful in the next five-year LSTA planning cycle. The planning process built on the base of information collected during the evaluation phase and added several new data gathering efforts.

Both the evaluation and the planning processes were highly inclusive. A variety of methods were used to gain input from many different audiences. During the evaluation process, eight focus groups were held in locations throughout the State. A total of 48 individuals participated in these sessions. In addition, 25 people ranging from elected officers of professional organizations to directors of libraries and from members of advisory councils to the State Librarian were interviewed.

Finally, two web-based surveys were conducted that sought opinions and ideas from a broad cross-section of the Oregon library community. The first of these surveys, administered in November 2006 was carried out as part of the evaluation. The second survey, developed specifically as part of the 2008 – 2012 LSTA planning process, was administered in March and April 2007. A total of 76 respondents participated in the first web survey. The second survey generated 40 responses.

The consultants also interacted with the LSTA Advisory Council on two occasions during the evaluation and planning processes, met with the Oregon State Library Board of Trustees during the planning phase and conducted two sessions with a planning committee that consisted of members of the State Library Board, LSTA Advisory Council, representatives of libraries throughout the State and State Library staff members.

## **COMMUNICATION AND PUBLIC AVAILABILITY**

As was noted in Oregon's LSTA evaluation, the LSTA program in the State is highly transparent. The Oregon library community is generally well informed regarding LSTA-funded efforts and views the State Library as a partner in pursuit of excellence in library service. Federal funding received under the LSTA is seen as an important tool that can have a dramatic impact on how library and information services are delivered in Oregon.

A wealth of information about Oregon's LSTA program (past and current) is available online at: <http://oregon.gov/OSL/LD/grantmainalt.shtml>

The 2008 – 2012 LSTA Five-Year Plan will be available through the website mentioned above. Notice of the availability of the Plan document will be distributed through various listservs used by OSL to make the library community aware of important news and events. Hard copy of the Plan will be distributed to members of the Oregon State Library Board of Trustees and the LSTA Advisory Council.

## **MONITORING**

The Oregon State Library's Federal Programs Coordinator and Library Development Program Manager will share the primary direct responsibility for monitoring the implementation of Oregon's 2008 – 2012 Library Services and Technology Act Plan. The State Library's Library Services and Technology Act Advisory Council will also monitor activities undertaken with LSTA funds on a regular basis. This 13 member committee is composed of representatives of different types of libraries in the State as well end-users of libraries. The LSTA Advisory Council will also review and evaluate subgrant applications on an annual basis and will make recommendations to the State Library Board of Trustees regarding funding of proposals.

General oversight of the 2008 – 2012 LSTA Plan's implementation will be provided by the State Librarian and by the State Library Board of Trustees. Seven citizen members, all appointed by the Governor of Oregon, serve on the State Library Board of Trustees.

The State Library will monitor the implementation of the LSTA Plan at several different levels. They are:

- Management and financial monitoring of entire program
- Overall progress toward the Plan's stated goals
- Specific monitoring of projects and services undertaken using LSTA funds awarded through the subgrant process

Oregon also uses a peer review process to monitor and evaluate subgrant programs.

## **ASSURANCES**

The following certifications and assurances are attached:

- Program Assurances for 2008 Grant Award (Includes Internet Safety Assurance)
- Certifications Regarding Debarment, Suspension and Other Responsibility Matters: Drug-Free Workplace Requirements; Lobbying; Federal Debt Status; and Nondiscrimination
- Assurances of Non-Construction Programs
- State Legal Officer's Certification of Authorized Certifying Official
- Assurance of compliance with the Internet Safety Requirements