

The State of Minnesota

LSTA Five-Year Plan
2008 – 2012

Approved by State Library Advisory Council, June 14, 2007
Revised August 9, 2007

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Mission

Working together, State Library Services, the state library administrative agency and the Minnesota library community deliver learning, information and recreational resources to meet the individual, social, educational and organizational needs of Minnesotans.

Introduction

The Library Services and Technology Act (LSTA) program is federally administered by the Institute of Museum and Library Services (IMLS) and provides grant funding to states. In Minnesota, the LSTA program is administered by the Minnesota Department of Education, State Library Services Division. The Minnesota Department of Education, with input from library users and the Minnesota library community, developed this Five-Year Plan for the use of LSTA funding. It addresses the state's current and near-future projections of the needs of end-users, and strategies that libraries can use to meet those needs.

The LSTA grant program is only one funding mechanism that supports Minnesota libraries in their efforts to deliver critical services to a population with diverse and sophisticated library needs. It is an essential program to each and every library in Minnesota. Our state, cities and counties continue to provide limited budgetary resources for libraries. Funding short falls have had an immediate impact on library services and programs from many perspectives. At the same time, libraries continue to meet the needs of a growing aging population, an increase in the number of individuals with limited English proficiency, growing minority populations and the many children lacking direct access to library services due to geographical or socio-economic barriers. Children living in poverty from birth to 17 years of age continue to have a high priority within the library community. Early literacy skills and ongoing reading and technology skills affect more children in Minnesota than just those living in poverty. In addition, access to adequate technology, electronic information resources, delivery systems, efficient interlibrary loan programs and training continues to be a necessity for libraries throughout the state. The LSTA grant program represents a welcome funding opportunity for Minnesota's libraries in these challenging times.

The Minnesota structure for delivering library service continues to face new obstacles. For instance, the state's population is growing in diversity and is aging; the twin cities metropolitan area continues to grow at an alarming pace and is expected to increase in size geographically as the population moves farther out into neighboring counties. The metro population base is anticipated to increase by almost 40% in the next ten years. Rural Minnesota continues to lose population making access to strong library services more costly. Technology continues to evolve and change at a rapid pace demanding increasing resources. These factors have contributed to additional pressures on libraries in an era of tight budgets. In recent months, the library community has been focused on developing a new State Plan for Library Service. A series of town meeting focus groups were held to gather comments from local community members and library users and local library staff to address the specific library needs in a statewide plan for libraries. A statewide philosophy for library services has been outlined in anticipation of restructuring of statewide library services.

The LSTA funding program also addresses change. This LSTA program plan calls for much more stringent planning. Plans now must prioritize end-user needs that can be documented in the state, and provide for rigorous needs assessment and evaluation based on measurable outputs and outcomes. IMLS uses the term “impact” for measurable outcomes which means that libraries must measure changes or gains in an individual’s skills, knowledge, attitudes, behaviors, life condition or status as a result of programs funded through LSTA.

The **LSTA guidelines** outline two broad priorities for funding:

1. Programs that make library resources more accessible to urban and rural localities, special needs populations and to others who have difficulty using library services due to but not limited to geographical, socio-economic and infrastructure barriers; and,
2. Activities using technology, electronic information gathering and dissemination of information and information sharing among libraries and between libraries and other communities to meet the ever increasing knowledge based needs of the library end-user.

IMLS staff strongly recommends that state LSTA five-year plans have a limited number of goals, preferably two to three, but no more than five. State plans should only include goals that can realistically be accomplished within the five-year cycle (a “to do” list rather than a “wish” list). In addition, IMLS staff has stated that LSTA programs should be balanced between competitive grants and statewide initiatives and services. They emphasized that, difficult though it may be, state library agencies need to make the difficult choices in the types of programs to be supported with LSTA funds. Most important, IMLS continues to firmly clarify that state library agencies must develop their plans based on identified end-user (not library) needs.

With IMLS guidelines, and building on the needs of end-users who have difficulty using library services identified through a variety of national and state assessments, this 2008-2012 LSTA Plan focuses on three areas of need:

- Meeting the informational, educational and recreational needs of special needs populations, children 0-17 and underserved populations restricted from direct library service due to geographic or socio-economic barriers.
 1. Special needs populations
 2. Barriers restricting underserved populations from direct library service.
 3. Children (ages 0-17)
- Provide strong technology infrastructure and electronic services that build the ability of Minnesota’s libraries to provide the best services for all Minnesota residents.
- Provide statewide initiatives, services and training components that build the ability of Minnesota’s libraries to provide the best services for all Minnesota residents.

The intent of this Five-Year Plan is to fund achievable projects that will meet specific measurable needs within the addressed goal areas. Applicants must establish benchmarks which will show what impact the project will have on end-users. Output measurements will be gathered for library service projects. Outcome-based evaluation will be the primary technique for measuring the success of short term programs. Applicants will not be penalized for “poor” results if funded projects establish need, set benchmarks, measure progress toward goals and show what works, and what does not work.

Within each of these goal areas in this plan, there are general suggestions for programs that might be funded. It is important to realize that these are only suggestions. Applicants are encouraged to develop their *own* creative programs and services that fall within the LSTA guidelines and the end-user or capacity-building needs identified in this Five-Year Plan.

It is important to view this Five-Year Plan as an ongoing process. IMLS will continue to advise State Library Services, the State Library Administrative Agency, throughout the plan cycle. In addition, the plan will be reviewed annually by the Department of Education, State Library Services Division, with input from the library community and advice from the Minnesota State Library Advisory Council, and revised accordingly.

Need

NEED 1: Services for the Underserved

To improve the lives of underserved populations to include, but not limited to, senior citizens, individuals with limited English proficiency, individuals with disabilities and children (birth-17) living in poverty, and statewide residents of all ages unable to access library programs and services due to barriers including, but not limited to, geographic, technology and socio-economic separations, by providing them with access to global information resources and high-quality library programs and services that will fulfill their individual needs.

LSTA PURPOSE

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 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 9902(2) of title 42) applicable to a family of the size involved. (*LSTA Purpose 5 and 6.)

Goal 1A – Target Programming to Underserved Populations

Provide underserved populations with targeted library services that improve and enhance their quality of life and reduce barriers to library services and programs.

SUMMARY NEEDS ASSESSMENT

Minnesota has a large population of underserved citizens including but not limited to seniors, new immigrants, individuals with disabilities and minority populations

- Seniors, people aged 55 and older; represent 22% of Minnesota's estimated 2005 population. However, the senior population is not evenly distributed across the state. While some Minnesota counties are experiencing declines in their senior populations, others will see dramatic increases of over 26% and higher according to the Minnesota State Demographic Center. Crow Wing, Mille Lacs, Beltrami, Cook, Becker, Dodge and Olmsted Counties are just a few of the counties outside the Twin Cities metro area which will see senior populations increase well over 27% during the next ten to fifteen years. Many Twin Cities metro seniors are moving into the lake country area north of the twin cities and expecting the same quality of library service but the libraries are not receiving additional funding to cover increased demand. The Twin Cities area of Minneapolis and St. Paul and the surrounding metro area, in particular, have a growing high density of minority and immigrant seniors that will be especially vulnerable. These populations historically have difficulty accessing or using libraries, have a relatively low rate of technology mastery, and often need special programs to reach and teach them to take advantage of library resources to improve their quality of life.

* *Reference: 20 USC 9141 Grants to States, qualified proposals*

- The number of individuals who do not speak English as their primary language, or do not speak English at all, is growing throughout the state. It is estimated that there are over 250,000 immigrants in need of literacy services in Minnesota. Minnesota schoolchildren currently speak 73 different languages at home. The Latino/Hispanic/Spanish population continues to be the fastest growing group in need of literacy services. Asian and African groups continue to show increased needs in this area. The increase in individuals who do not primarily use the English language has created a challenge for Minnesota libraries not only to provide different types of services to newer customers – but also to help their current customers adjust to seeing new faces, hearing new voices and becoming accustomed to enriching similarities and differences between themselves and their new neighbors.
- Individuals with disabilities experience special concerns in Minnesota. More than 20% of adults with disabilities have not completed high school, significantly higher than the average for all adults in Minnesota. The gap is even wider for adults who describe themselves as having severe disabilities. As a group, individuals with disabilities have the lowest rate of employment and the lowest levels of earning. The senior population and communities of color have the highest rates of disability. Access to library services for people with disabilities is sporadic across the state. Yet, current library services for this population are underutilized (the Minnesota Library for the Blind and Physically Handicapped currently serves only 16% of individuals eligible for service.)

PROGRAMS

1. Support efforts specific to community needs to bring traditional, enhanced or new library services to underserved seniors, or underserved seniors to the library. *(These efforts might include: bookmobile service, on site-programs in facilities such as nursing homes, congregate dining centers, retirement communities, public housing, etc.; mobile technology labs; technology skills and other training.)*
Timeline: 2008-2012
2. Create and support model programs in partnership with other community organizations and agencies that provide services needed by underserved populations to include but not limited to seniors, individuals with limited English proficiency and individuals with disabilities or in combination. *(Programs might include information and programming in areas such as employment, social services, retirement/pension, care giving, health care, long-term care, taxes, legal system, citizenship.)* **Timeline: 2008-2012**
3. Implement strategies to help all library patrons learn about the cultural needs, expectations and customs of minority and immigrant populations to increase awareness and contribute to a sense of shared community; conduct programs serving all library customers that encourage integration and simultaneous participation in library services. Priority will be given to programs that build partnerships between libraries and community agencies that serve this specific underserved population or in combination with other underserved groups. *(Programs might include multicultural programs highlighting community diversity; multilingual story times; special displays; featured multicultural author series, developing services to increase the ability of patrons to speak English, multicultural training for staff, training for staff on programming for non-English speaking individuals, outreach programs, technology training programs, development of family literacy programs, recruitment of cultural/ethnic/racially diverse staff.)* **Timeline: 2008-2012**

4. Develop, implement and evaluate programs to serve individuals with disabilities. Priority will be given to programs that build partnerships between libraries and community agencies that serve this population or in combination with other underserved population group(s). Provide staff training on identification of disabilities (including “hidden” disabilities) that inhibit patrons from taking full advantage of library services, possible accommodations and ways of providing assistance. *(Programs could focus on the acquisition of products, services and training to assist customers with disabilities in their use of library services. This would include purchase of assistive devices/equipment/ software, staff training on these products, specialized signage, document conversion, sign language interpreting, purchase of captioned videos, purchase of alternative print formats.)* **Timeline: 2008-2012**

OUTPUT TARGETS

Traditional output measurement of library services and programs will be utilized including numbers of specific underserved populations served, number and type of programs implemented, amount and type of technology/ resources purchased, number of staff trained and level of staff training.

OUTCOME TARGETS – LIBRARY PROGRAMS

1. Seniors

- At least 30% of seniors involved in the library project will report they increased their use of library programs and services during the program period; 20% of these will be new library users. (Survey of users at program completion)
- At least 30% of seniors involved in the library project will indicate that they improved their skills and knowledge in accessing information important to them. (Survey of users at program completion)
- At least 50% of seniors participating in the library project model programs will report that the programs “meet” or “exceed” their expectations and needs. (Survey of users at program completion)
- At least 40% of seniors involved in the library project who use library services will demonstrate self-sufficiency in using the Internet and other informational resources during the program period. (Staff observation and patron self-reporting to staff)
- At least 45% of the participating community agencies involved in the library project will indicate that partnerships with local libraries improved their senior clients’ abilities to access needed information, programs and services. (Survey of partnering agencies at program completion)
- At least 70% of trained staff involved in the library project will indicate increased proficiency in understanding and supporting the needs of underserved seniors, and indicate a willingness to approach and assist seniors. (Pre-and post-survey)
- At least 50% of respondents involved in the library project will indicate that they are “aware” or “very aware” of library services offered for seniors. (Random survey and/or focus of individuals in or associated with the target audience at conclusion of program activities)

- The Minnesota state library agency will see a 20% increase in number of Minnesota libraries offering new or enhanced programs to seniors and a 10% increase in number of regional library systems involved in cooperative outreach services and programs to the senior population.

2. Individuals with Limited English Proficiency

- At least 50% of individuals from target populations surveyed will report that the library is a “good” or “excellent” source of information, resources and services specific to their individual needs. (Survey of users at program completion)
- At least 75% of the participating community agencies will indicate that partnerships with local libraries improved the ability of their clients with limited English proficiency to access needed information, programs and services. (Survey of partnering agencies at program completion)
- At least 30% of patrons will perceive libraries as culturally blended gathering places that serve the needs of *all* customers at the end of the program period. (Survey of patrons at program completion)
- At least 25% of the individuals with limited English proficiency will increasingly rely on librarians as a source of information and assistance in meeting their needs. (Staff observation and patron self-reporting to staff)
- At least 80% of trained staff will indicate increased ability to understand and support library customers with cultural needs and differences. (Pre-and post-survey)
- At least 50% of respondents will indicate that they are “aware” or “very aware” of library services offered for individuals with limited proficiency. (Random survey and/or focus of individuals in or associated with the target audience at conclusion of promotion/marketing activities)
- The Minnesota state library agency will see a 10% increase in number of Minnesota libraries offering new or enhanced programs individuals with limited English proficiency and a 10% increase in number of regional library systems involved in cooperative outreach services and programs to the new American population.

3. Individuals with Disabilities

- At least 50% of patrons with disabilities will indicate that their awareness of the library and its services is “somewhat high” or “very high” and that the library does a “good” or “excellent” job at meeting their needs. (Survey at program completion)
- At least 60% of trained staff will indicate increased comfort in using and instructing others in the use of adaptive technology, and will indicate an increased willingness to approach individuals with disabilities to offer assistance. (Pre- and post-survey)
- At least 50% of the participating community agencies will indicate that partnerships with local libraries have improved the ability of their clients with disabilities to access needed information, programs and services. (Survey of agencies at program completion)

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- At least 50% of respondents will indicate that they are “aware” or “very aware” of library services offered for individuals with disabilities. (Random survey and/or focus of individuals in or associated with the target audience at conclusion of program activities)
 - The Minnesota state library agency will see a 10% increase in number of Minnesota libraries offering new or enhanced programs individuals with disabilities and a 10% increase in number of regional library systems involved in cooperative outreach services and programs to individuals with disabilities.

Goal 1B – Target Barrier Free Programming for Individuals

Provide targeted library services and programs to underserved individuals who are inhibited from accessing their local and/or regional library due to geographic, socio-economic and technology barriers.

SUMMARY NEEDS ASSESSMENT

A number of Minnesota residents from all economic spheres lack direct access to their local library due to natural and man-made barriers. Geographic conditions including lakes, rivers and terrain can hinder reasonable direct access to a library. Man-made elements and structures including roads, buildings, policies and procedures, and telecommunication access points often bar easy and quick access to library services and programs. Technology infrastructure and telecommunication services can reduce and even bar direct access to information services and programs held at the library.

PROGRAMS

1. Support and create model library services and programs that specifically meet the community needs of all residents and break down barriers to providing quick and easy response to the customer's informational needs.
(These efforts might include: outreach services beyond the walls of the local library, bookmobile service, read mobile service, on site-services and programs in local housing and neighborhood developments, places of employment, mobile technology labs; technology skills, and other library service training options; remote access to electronic services and catalog.) **Timeline: 2008-2012**
2. Implement strategies to help all library customers learn about the needs of their community, expectations and local customs to increase community awareness and contribute to a sense of shared community; conduct programs serving all customers that encourage full participation in local and regional library services and programs. Priority will be given to programs that build partnerships between libraries and community agencies that serve to strengthen and sustain the local community.
(Programs might include; rural sustainability programs highlighting community strengths and diversity, special displays; featured author or speaker series, outreach programs.) **Timeline: 2008-2012**

OUTPUT TARGETS

Traditional output measurement of programs and services will be utilized including number of individuals served, number and type of programs implemented.

OUTCOME TARGETS

- At least 50% of the local residents will indicate easier access to library services and programs with 15% of the respondents overcoming a natural or man-made barrier to full access of library services. (Survey instrument)
- At least 25% of the population of a target group neighborhood or housing development will indicate having easier access to library services and programs due to outreach services provided within their area.

(one-on-one interview or survey instrument)

- At least 50% of local/regional participating community agencies will indicate that partnerships with local libraries improved their clients' abilities to access needed information, programs and services. (Pre and Post Survey of partnering agencies at program implementation and completion)
- The Minnesota state library agency will see a 10% increase in number of Minnesota libraries offering new or enhanced programs that break barriers to accessing library services and programs and a 10% increase in number of regional library systems involved in barrier free cooperative outreach services and programs.

Goal 1C – Target Programming to Children (0-17)

Provide children ages 0-17 with targeted library services that improve and enhance their quality of life, reduce barriers, and improve reading skills and information literacy of children ages 0-17 to include, but not limited to, children living in poverty.

SUMMARY NEEDS ASSESSMENT

Libraries across Minnesota are faced with the enormous challenge of meeting the diverse needs of children due to increased pressure regarding revised state and federal educational mandates, information and technology literacy standards and basic reading skills. Children from all economic backgrounds need assistance to achieve their full potential as literate and technologically savvy individuals.

Lower income children predominantly living in inner cities and rural communities and generally score lower on standardized test scores. They are much less likely to have easy access to learning materials and technology than their upper-income peers. Struggling to make ends meet, many parents with low incomes are unable to purchase reading materials for their children. In many cases these parents themselves are poor readers and cannot easily read to their children or instill in their children a love of reading. Yet, reading well and enjoying reading has been proven to be instrumental in achieving academic success and graduating from high school.

PROGRAMS

1. Develop model partnerships to encourage early reading and ongoing information literacy.
(*This could include partnerships between all types of libraries, partnerships between schools, libraries, and community organizations.*) **Timeline: 2008-2012**
2. Conduct targeted pre-teen and teen outreach programs to increase their use and understanding of library resources.
(*These programs could include staff training on developmental levels of youth; book clubs; writing clubs; art clubs; working with schools and other agencies that serve at-risk youth to develop after school and other programs such as “Homework Helpers.”*) **Timeline: 2008-2012**
3. Develop early reading initiatives reaching children ages 0-5 and their families and caregivers.
(*These initiatives could include staff training on developmental levels of children; working with state agencies to assist day care providers in providing early reading experiences; family story hours; bilingual book collections; collaboration with medical providers to emphasize early reading.*)
Timeline: 2008-2012.
4. Support innovative programs that demonstrate the effectiveness of licensed School Media Specialists in improving the information literacy skills for K-12 students and enhancing their ability to participate in continuous learning throughout life. (*These initiatives could include reading and writing clubs, Homework Helper Centers, curriculum guides and maps.*), **Timeline: 2008-2012.**

OUTPUT TARGETS

Traditional output measurement of programs and services will be utilized including number of individuals served, number of staff trained and level of staff training; amount and type of programming, and quantity and types of marketing campaigns utilized.

OUTCOME TARGETS

- At least 50% of parents of targeted children will indicate the summer reading program increased their ability to help their children read and enjoy reading; 15% will rate their ability to be “significantly improved.” (Pre- and post-survey)
- At least 50% of caregivers will indicate that library services “meet” or “exceed” their needs and expectations in helping children read and enjoy reading. (Survey at program completion)
- At least 50% of pre-teens and teens will indicate that they are comfortable in their ability to use and understand library resources. (Survey at program completion)
- Children will demonstrate increased information literacy skills. (Staff observation and pre- and post-surveys of daycare providers, etc.)
- At least 50% of respondents will indicate that they are “aware” or “very aware” of library services offered for children. (Random survey and/or focus of individuals in or associated with the target audience at conclusion of promotion/marketing activities)

NEED 2: Capacity Building

To improve the opportunity for Minnesotans to access quality information resources wherever, whenever and however they need them.

LSTA PURPOSE

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; (*LSTA Purpose 1.)

Developing library services that provide all users access to information through local, State, regional, national, and international electronic networks; (*LSTA Purpose 2.)

Providing electronic and other linkages among and between all types of libraries; (*LSTA Purpose 3.)

Developing public and private partnerships with other agencies and community-based organizations; (*LSTA Purpose 4.)

Goal 2A Technology and Infrastructure

Support technology and infrastructure initiatives and services that build the capacity of Minnesota's libraries to serve their patrons.

SUMMARY NEEDS ASSESSMENT

Library patrons in Minnesota highly value the ability to access resources from other libraries and library services. To fill this need, Minnesota has been diligently working to facilitate resource sharing among libraries and reduce the cost of providing access to information for its residents. However, not all library users are being served adequately. The Minnesota library community continues to seek improvements with electronic resource sharing, electronic catalog collections and other infrastructure concerns. In addition, libraries struggle to offer widespread public access to technology and technology training to meet the needs of all their communities.

PROGRAMS

1. Continue to support technology upgrades and improvements to regional and statewide networks that improve community access to library resources and services. **Timeline: 2008-2012**
2. Promote collaborative efforts and technical abilities of school, academic, special and public libraries to share collections virtually and to consolidate access to services through regional networks. **Timeline: 2008-2012**

OUTPUT TARGETS

Traditional output measurement of programs and services will be utilized including number and type of funding sources identified, state assessment demographics, cost of database licensing fees, number of digitized resources shared, etc.

* *Reference: 20 USC 9141 Grants to States, qualified proposals*

Goal 2B Statewide Initiatives

Support statewide initiatives and services that build the capacity of Minnesota's libraries and their staff to serve their communities.

SUMMARY NEEDS ASSESSMENT

State Library Services, a division of the Minnesota Department of Education, works with the Minnesota library community to facilitate resource sharing among libraries and reduce the cost of providing access to information for its customers. Library customers in Minnesota highly value the ability to order books and utilize library resources and services. However, not all library users are being served adequately. Minnesota's library community continues to struggle with document delivery, electronic resource sharing, statewide database licensing and other infrastructure concerns. In addition, libraries struggle to offer widespread public access to technology and technology training that meets the needs of their communities.

Another concern in Minnesota is the need for well-trained library staff and trustees to provide quality library services and assume library leadership roles throughout the state. Overall, about 34% of the staff in Minnesota libraries is expected to retire within the next five years. Libraries of all types are reporting difficulty in filling open positions with qualified people, and in keeping those who do take the positions in their jobs long enough to be adequately trained. There is a critical need for consistent and ongoing efforts to replace departing library personnel in all types of libraries. In addition, librarians are expected to fill a wide range of roles, including fund-raising, technology support, research, marketing and advocacy. Training in areas such as these is vital to the successful implementation of quality library programs and services.

PROGRAMS

1. State Library Services supports the statewide backbone costs of physical and electronic delivery and sharing of resources between regions, among different types of libraries and among libraries in different regional systems; State Library Services will advocate for full state funding by 2012. **Timeline: 2008-2012**
2. State Library Services currently supports the statewide backbone costs of backup reference support for regional library systems and staff training for Electronic Library of Minnesota. **Timeline: 2008-2012**
3. State Library Services supports and works with the Minnesota Digital Library Coalition in digitizing unique local resources and providing access to this information through state and regional portals; federal allocation to be reduced annually as state dollars are sought and awarded. **Timeline: 2008-2012**
4. State Library Services shall educate the Minnesota library community about changes in the LSTA guidelines. **Timeline: 2008-2012**
5. State Library Services shall conduct annual training opportunities to assist applicants in utilizing LSTA funds for the greatest positive impact on end-users. **Timeline: 2008-2012**
6. State Library Services shall conduct an assessment of Minnesota's current library workforce's ability to meet end user needs as designated within the *LSTA Plan, 2008-2012* goals and programs. Develop and implement strategies to encourage individuals to become professional librarians thus creating the greatest positive impact on end-users. **Timeline: 2008-2010**

7. State Library Services, to better meet end user needs as established within the *LSTA Plan, 2008-2012*, shall implement and promote statewide continuing education programs that meet the training needs of Minnesota library staff to provide quality barrier free services and programs to Minnesota residents. State Library Services shall coordinate continuing education services (including distance education) in the areas identified as priorities within the *LSTA Plan*, including a revision of the certification program to include its program competencies and delivery methods. **Timeline: 2008-2012**
8. State Library Services and the Minnesota Library for the Blind and Physically Handicapped will work to establish criteria for implementing enhanced customer service programs to further the mission of the library. **Timeline: 2008-2012**
9. State Library Services shall gather annual statistics of public libraries and school library/media centers for state and federal planning. **Timeline: 2008-2012**
10. State Library Services shall work with the Minnesota library community to investigate, test, implement and develop plans for funding emerging technologies that will support innovative library programs and services and expand/update the current infrastructure. **Timeline: 2008-2012**

OUTPUT TARGETS

Traditional output measurement of services will be utilized including number and type of funding sources identified, state assessment demographics, number and type of workshops conducted, number of individuals trained, etc.

Stakeholder Involvement, Communication, and Monitoring

Stakeholder Involvement Procedures

State Library Services, the Minnesota state library agency, a division of the Minnesota Department of Education, realizes that end-user needs are critical to the success of this plan. In defining these needs, the division utilized numerous recent studies of library users and nonusers. For example, a series of town meetings were conducted statewide in late fall and early winter of 2005 to gather information for the implementation of a State Plan for Libraries in Minnesota and the Five-Year Plan for LSTA, 2008-2012. Fourteen “town meetings” involving end-users, non library users, library staff, trustees and friends of libraries gave input as to their vision for library service in Minnesota in the 21st Century. State Library Services conducted two studies to gather specific information on interlibrary loan, delivery and the Minnesota Voluntary Certification Program and continuing education needs. Survey instruments, one-on-one interviews and focus groups were used to gather information and assess needs of end-users. In 2003 the Minnesota State Library Advisory Council held a summit on the Library Services and Technology Act to gather information from the library community regarding their concerns and needs in implementing the LSTA program and updating plan goals and programs. These assessments measured end-user satisfaction with current services, prioritized services currently provided, and identified and prioritized new services needed by end-users.

To gain additional feedback to aid in the planning process, initial discussion/focus groups were held with critical segments of the library community. These groups included:

- The regional public library system administrators (Quarterly meetings - 2007)
- The Multicounty Multitype Library Cooperation System directors (Quarterly meetings - 2007)
- The Minnesota Library Advisory Council (February 8, 2007, June 14, 2007)
- Continuing Education Summit (May 31, 2007)

As the development of the plan progressed, discussions were held with the library community for comment regarding end-user needs and goals. Information was sought from libraries across the state by posting information on the Department of Education website and on numerous listservs.

The Minnesota library community was reminded that the plan can be modified on an annual basis as new ideas or concerns arise. Revisions to the Five-Year LSTA Plan, 2008-2012 must be submitted to the Institute of Museum and Library Services by April of each year the plan is in effect.

Communication and Public Availability

A draft of the Five-Year Plan was posted on the Department of Education Website and notice was distributed through various library-related listservs for comment from the greater library community. Libraries will be encouraged to discuss the LSTA Plan at governing and advisory board meetings.

Once the Plan has been approved by IMLS, the following communication will take place:

- The plan will be published on the Department of Education Website.
- Information about the plan and the challenges and successes of its implementation will be published periodically in State Library Agency and Minnesota Department of Education publications.
- The State Library Administrative Agency will update the library community through bi-monthly reports to the State Library Advisory Council and quarterly reports sent to the regional public and multitype library systems.
- Meetings will be held with regional public and multitype system administrators regarding the plan and its implementation.
- Special information sessions will be held at annual conference meetings of the professional library associations and organizations.

Monitoring

The State Library Administrative Agency will assign staff to continuously track implementation of the Five-Year Plan and prepare required reports. Staff will also track the progress of LSTA funded programs and activities throughout the state by: 1) conducting periodic site visits with each project director, and 2) holding periodic telephone calls and email communications to ensure adequate monitoring of activities.

The Minnesota State Library Advisory Council will meet periodically to provide State Library Administrative Agency staff with guidance on the LSTA Plan. State Library staff will provide periodic summaries, noting progress and/or challenges of current activities to group members. The group will use the information provided by staff to overview the success of the activities in meeting LSTA goals, make recommendations on future implementation of the program.

The State Library will continually track performance in relation to the plan. Components of the plan, especially the needs assessment, will also be monitored to ensure they are up-to-date in relation to the division's internal and external environment.

On a periodic basis, the Minnesota Department of Education will conduct an assessment of the progress of the department through a performance measurement process. The State Library is a full participant in this process. The Minnesota Library for the Blind and Physically Handicapped is especially important since it is a direct service provided by the department to visually and physically impaired residents who qualify for its services. The State Library provides input relating to K-12 education through school media centers/libraries and lifelong learning through public libraries.

Definitions

CONSORTIA

Any local, regional or statewide cooperative association of library entities which provides for the systematic and effective coordination of the resources of school, public, academic and special libraries and information centers, for improved services for the clientele of such library entities.

LIBRARY

Included in the definition of a library are school media centers, public libraries, academic libraries, special libraries, regional public library systems, learning resources centers, extension services, information and referral services, archives, etc.

LIBRARY SYSTEM

- A *regional public library system* is a multi-county public library service agency that provides free access to all residents of the region without discrimination. In Minnesota there are six consolidated and six federated systems. A consolidated system is organized with one centralized administrative unit (and board) for libraries in that region. Federated regional systems were organized where local public libraries already existed and were designed to maintain control over local funds. Each participating library in a federated library system maintains local financial and administrative autonomy.
- A *multicounty, multitype library system* is a cooperative network composed of any combination of public libraries, regional public library systems, public school libraries, public or private college or university libraries, state government libraries, special libraries and any other libraries which share services and resources within multi-county areas.

MINITEX

Located at the University of Minnesota, Andersen Library, Minitex provides for resource-sharing (including back-up referencing) throughout the state and through inter-agency agreements with the state library agency. Requests are channeled from each region by designated “nodes” to ensure consistency of request format and to indicate that all local and regional resources have been exhausted.

MNLINK

MnLINK, now part of MINITEX, is the statewide library information system and network. MnLINK consists of two main components. The first component is an integrated library automation system shared by many colleges, universities and state government libraries. The second component is a Z39.50 compliant Gateway linking designated public and academic integrated library automation systems around the state. The MnLINK integrated library systems and the MnLINK Gateway together create one of the largest multi-type shared library systems in the country.

POVERTY LEVEL

Families and persons are classified as below poverty level if their total family income or unrelated individual income was less than the poverty threshold specified for the applicable family size, age of householder and number of related children under 18, as defined by the most recent U.S. Census.

RESOURCE SHARING

Currently, resources are shared throughout the state through three systems. The first system encourages the sharing of resources between libraries with a regional library system. The second system operates through the multicounty, multitype library cooperatives that share resources within their regions. The third and largest component of resource sharing is Minitex.

Outcomes and Indicators for Library Programs

Children's Program #1

Outcome	Possible Indicator/Measures	Possible Data Source
Children learn to love reading or increase their interest in reading and improve their information literacy skills	#/% of participants who say they read for their own enjoyment for at least 30 minutes at least 3 times each week for the past 3 months.	Interviews or survey
	#/% of participants who say they talked about a book they liked with a family member or friend at least once in the past month.	Interviews or survey
	#/% of participants who came to the library at least once in the last week to choose at least 1 new book.	Interviews or survey
	#/% of participants who reach the next level of reading proficiency	Program measure or formal testing
	#/% of participants who say they read to a younger child for at least 15 minutes at least once in the past week.	Interviews or survey
Children maintain their reading skills over the summer	#/% of participants who maintain or exceed their reading level in the fall following the program	Teacher survey
	#/% of participants who say they read to a younger child for at least 15 minutes at least once in the past week.	Interviews or survey

Outcomes and Indicators for Library Programs

Pre-teen and Teen Program

Outcome	Possible Indicator/Measures	Possible Data Source
Pre-teens and teens learn to use and understand library services and programs to meet their individual reading and information needs.	#/% of participants who say they have used the online catalog and found the material they needed on the library shelves.	Interviews or survey
	#/% of participants who can locate 3 or more books and 3 or more web sites to answer a question.	Observation, learning exercise or survey
	#/% of participants who include 3 appropriate citations in a homework assignment that includes library research	Survey, review of assignment
	#/% of participants who say they have met at least 2 personal reading goals since joining a reading club	Interviews or survey
	#/% of participants who came to the library at least once in the last week to choose at least 1 new book.	Interviews or survey

Outcomes and Indicators for Library Programs

Pre-School Children (0-5) Program

Outcome	Possible Indicator/Measures	Possible Data Source
Pre-school children learn to love books and reading or increase their interest in books and develop reading/literacy skills.	#/% of participants who understand non-verbal and verbal cues and listen with understanding to directions and conversations.	Observation and/or Interviews
	#/% of participants who initiate and respond to stories – listen with interest to stories told or read aloud.	Observation and/or Interviews
	#/% of participants who can guess what will happen next in a story using pictures as a guide	Observation
	#/% of participants who can retell information from a story	Observation
	#/% of participants who begin to show understanding of concepts of print and begin to focus on word sounds	Observation and/or Interviews