

The State of Minnesota

LSTA Five-Year Plan

2013 – 2017

Approved by IMLS June 2013

Submitted By:
Minnesota Department of Education
State Library Services Division
1500 Highway 36 West
Roseville, MN 55113-4266
PHONE: 651-582-8881 - FAX: 651-582-8874

Table of Contents

The State of Minnesota LSTA Five-Year Plan 2013 – 2017	1
MISSION	4
INTRODUCTION.....	4
Reauthorization of the Museum and Library Services Act of 2010	4
AREAS OF NEED	6
NEED 1: Expanding Services for Learning and Access to Information and Education Resources	6
LSTA Purpose	6
GOAL 1	7
Goal 1: Summary Needs Assessment.....	7
Population Trends.....	7
Children	8
Diversity.....	8
Special Populations	8
GOAL 1: SUBGOALS.....	8
Goal 1: Examples of Possible Subgoal Activities	9
Goal 1: Output Targets	10
Goal 1: Possible Outcome Targets – Library Programs	10
NEED 2: Statewide Initiatives and Capacity Building.....	12
LSTA Purpose	12
GOAL 2	12
Goal 2: Summary Needs Assessment.....	12
Resource Sharing	12
Statewide Initiatives	13
GOAL 2: SUBGOALS.....	13
Goal 2: Examples of Possible Subgoal Activities	13
Goal 2: Output Targets	14
EVALUATION AND MONITORING PLAN	14
Stakeholder Involvement Process.....	14

Communication and Public Availability	15
Monitoring	16
DEFINITIONS.....	17
<i>Consortia</i>	17
<i>Library</i>	17
<i>Library System</i>	17
<i>Minitex</i>	17
<i>MnLINK</i>	17
<i>Poverty Level</i>	18
<i>Resource Sharing</i>	18

Appendix – Minnesota Department of Education State Library Services LSTA 2013-2017 Five-Year Plan: Focus Groups/Interviews Summary and Survey Results (St. Paul: Minnesota Management Analysis & Development, June 22, 2012)

MISSION

Working together collaboratively, 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

Reauthorization of the Museum and Library Services Act of 2010

On December 22, 2010, President Obama signed into law the Museum and Library Services Act of 2010 (P.L. 111-340). The new law reauthorizes the existing programs of the Institute of Museum and Library Services (IMLS) with some important changes. The updated language calls upon IMLS to take an active role in research and data collection and to advise the President and Congress on museum, library, and information services. This Act also clearly recognizes how libraries and museums contribute to a competitive workforce and engaged citizenry. New language focuses on the development of essential 21st century skills.

The Library Services and Technology Act (LSTA) program is federally administered by 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 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 the only federal funding mechanism that supports Minnesota libraries in their efforts to deliver critical services to a diverse population with increasingly more sophisticated library service needs. It is an essential program to each and every library in Minnesota and the constituencies that they serve. Our state government, cities and counties continue to provide important budgetary resources for libraries, but after several years of flat or decreasing funding, library services and programs have been affected by the inability to provide more resources, staffing and new technology support to meet increased demand. Communities look to their libraries to provide opportunities for access to e-government and online resources, especially those related to workforce development.

Minnesota's libraries strive to meet the needs of the state's changing demographics. These shifts include an increase in: the percentage of older Minnesotans who often live in rural areas; New American populations, who may have limited English proficiency; individuals living with a disability, including those resulting from the effects of aging or military action, and a more diverse minority population.

Many children lack direct access to library, information and educational resources and services due to geographical or socio-economic barriers. As a result, children living in poverty from birth to 17 years of age continue to be a high priority for the library community. Public, school and academic libraries in cooperation with local educational programs strive to assist in reducing, with the goal of eliminating, racial and other disparities in student achievement. In addition, early literacy skills and ongoing reading and technology skills affect more children in Minnesota than just those living in poverty.

Proving access to adequate technology, electronic information resources, delivery systems, efficient interlibrary loan programs and continuing education for library staff to meet the every growing information needs of their end users continues to be a core issue for libraries statewide. The LSTA grant program represents a welcome funding opportunity for Minnesota's libraries in these fiscally challenging times.

The Minnesota structure for delivering library service faces new challenges. For example, the state's population continues to grow in diversity and is aging, especially in outstate and rural areas. The Twin Cities metropolitan area continues to grow rapidly and is expected to increase in size geographically as the population moves farther out into neighboring counties. The metropolitan area population base is anticipated to increase by almost forty (40) percent in the next ten years. Rural Minnesota continues to lose population, making access to strong library services and other services infrastructures more costly. Technology continues to evolve and change at a rapid pace demanding increasing financial and staff support resources. These factors put additional pressure on libraries in an era of flat or reduced funding.

The LSTA funding program also addresses changes to meet federal requirements. State plans must prioritize end-user needs that can be documented by the state and the library community, 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 Minnesota LSTA five-year program plan calls for more stringent planning and evaluation components.

The LSTA guidelines outline two broad priorities for funding:

- 1) Programs that expand services through public and private partnerships for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages, circumstances and abilities in order to support such individuals' needs for education, lifelong learning, continuing education, workforce development and 21st century and digital literacy skills. (**LSTA Priorities 1, 3, 4, 5, 6, 8*)
- 2) Through statewide, regional and local initiatives, develop or enhance electronic and other linkages and improved coordination among and between eligible libraries and entities for the purpose of improving the quality of and access to library and information services. (**LSTA Priorities 1, 2, 4, 7, 8*)

The Institute of Museum and Library Services 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 stated that LSTA programs should be balanced whenever possible between competitive grants and statewide initiatives and services. They emphasized that state library agencies are responsible for making the often difficult choices in the types of programs to be supported with LSTA funds. IMLS continues to firmly clarify that state library agencies must develop their five-year plans based on identified *end-user* (not library) needs.

AREAS OF NEED

With IMLS guidelines, and building on the needs of end-users who have difficulty accessing and using library services identified through a variety of national and state assessments, this 2013-2017 LSTA Plan focuses on the following areas of need:

- 1) Expanding Services for Learning and Access to Information and Education Resources.
- 2) Establishing and providing strong infrastructure services including statewide initiatives that build the ability of Minnesota's libraries to promote equity of access to the best library services for all Minnesotans.

The intent of Minnesota's LSTA Five-Year Plan is *to fund achievable projects that will meet specific measurable needs within the addressed goal areas*. Applicants are required to 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 a primary technique for measuring the success of end user programs. Applicants will not be penalized for "poor" results if funded projects identify needs, set benchmarks, measure progress toward goals and show what works, and what may not have worked for that project.

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 LSTA Five-Year Plan.

It is important to view this LSTA Five-Year Plan as an ongoing process. IMLS will continue to advise State Library Services, the Minnesota 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 1: Expanding Services for Learning and Access to Information and Education Resources

To expand collaborative services for learning and access to information and educational resources in a variety of formats, in all types of eligible libraries, for individuals of all ages and abilities in order to support such individuals' needs for education, lifelong learning, continuing education, civic engagement, workforce development, and 21st century and digital literacy skills.

LSTA Purpose

Through enhanced collaboration among federal, state and local agencies and programs, access to resources in all types of eligible libraries for the purpose of cultivating an educated and informed citizenry will be increased by the promotion of literacy, education, continuing education and lifelong learning opportunities. Services and resources will include but are not limited to the development of 21st century skills, workforce and digital literacy skills. (LSTA Purposes 1, 3, 5, 6, 8)

GOAL 1

To facilitate increased access to resources in all types of eligible libraries, especially through collaborative public and private partnerships, for the purposes of expanding programs and services supporting Minnesotan's needs for education, lifelong learning, continuing education, workforce development, and 21st century and digital literacy skills. (*LSTA Purposes 3, 5, 6 and 8)

Goal 1: Summary Needs Assessment

Minnesota Milestones 2011 (<http://www.demography.state.mn.us/milestone/>) outlines a shared vision, clear goals and measurement of results that lead to a better future for Minnesotans. Many of the LSTA Purposes and Priorities are reflected in these state goals, including but not limited to the following:

- Minnesotans will excel in basic and challenging academic skills and knowledge;
- Minnesotans will be healthy;
- Government in Minnesota will be cost-efficient, and services will be designed to meet the needs of the people who use them;
- Minnesota's workforce will have the education and training to make the state a leader in the global economy.

Population Trends

According to the State Demographic Center, Minnesota's population is projected to grow to 5.8 million by 2015 and 6.5 million by 2035. The Twin Cities suburbs and the Rochester and St. Cloud regions are all expected to grow substantially over the next thirty years. The population in the lakes areas in north central Minnesota is also expected to grow substantially due to retirees moving out of the Twin Cities. Slower growth is expected for much of western Minnesota and in the core counties of the Twin Cities.

The population of people ages 55-69 will increase significantly over the next decade. By 2035, the population over the age of 65 is expected to more than double from 623 thousand in 2005 to 1.4 million in 2035. In contrast, the population under the age of 65 will increase about ten percent. The numbers of elderly residents in Carver, Scott, Sherburne and Wright counties will more than quadruple between 2005 and 2035. In 2035, 73 counties will have more than one in five residents who are 65 or older, and in 21 counties at least thirty percent of the residents will be 65 or older.

The most rapid gains in population overall will occur in the suburbs in the Minneapolis-St. Paul region, including Dakota, Scott, Sherburne, and Wright Counties. Most of the gains in child population will occur in counties that attract young families, particularly in Scott and Wright Counties.

Twenty-eight counties (mostly in western Minnesota) are projected to lose population during the next decade. The child population of Ramsey County will decline, show little change in Hennepin County and be slow-growing in southwestern and northeastern counties.

Children

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. Lower income children predominantly living in inner cities and rural communities 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 may lack literacy skills 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.

Diversity

Minnesota is becoming more diverse in its population, with the highest percentage of relative growth in the Hispanic-Latino (74.5 percentage increase; 4.7 percent of population), African-American (59.8 percentage increase, 5.2 percent of population), and Asian-American (50.9 percentage increase, 4.0 percent of population) according to the State Demographic Center.

Special Populations

Individuals with disabilities are an important audience for library services. 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 earnings. 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. The Minnesota Braille and Talking Book Library currently serves approximately 10,000 out of the potential audience of over 70,000 Minnesotan eligible to receive its services.

GOAL 1: SUBGOALS

1.1 Support literacy, including but not limited to 21st century and digital literacy skills (*LSTA Priorities 1 and 4; LSTA Purpose 5)

1.2 Provide educational opportunities for children from early learning through postsecondary, especially targeting children from birth through age 17 from families living in poverty or facing barriers including but not limited to language, race, ability, geography or access to resources such as technology (*LSTA Priorities 1, 4, 5, and 6; LSTA Purposes 5, 8)

1.3 Promote lifelong learning and continuing education, including the enhancement and expansion of services and resources relating to health, access to justice, and workforce and community development in order to cultivate an educated and informed citizenry. (*LSTA Priorities 1, 2, 3, 4, 5, 6, 7, and 8; LSTA Purposes 2, 3, 5, and 6)

1.4 Promote training and professional development, including continuing education, to improve and expand the current and future library workforce to support end user needs (*LSTA Priorities 1, 3, and 4; LSTA Purposes 3, 5, 6)

Goal 1: Examples of Possible Subgoal Activities

- 1) Create and enhance collaborative 21st century and digital literacy skills program development. (Programs might include but are not limited to expansion and enhancement of curricula for training, and train-the-trainer programs to expand library staff knowledge and skills for effective end-user training and other efforts). Timeline: 2013-2017
- 2) Create and enhance collaborative programs targeted towards children from birth through college or postsecondary technical training, especially children living in poverty or facing barriers. (Programs might include but are not limited to early learning programs for community target populations, training for parents on how to encourage reading in children, and other programs). Timeline: 2013-2017
- 3) Create and expand collaborative programs resources that expand lifelong learning and continuing education that increase Minnesotans' access to information and training to use more effectively health, legal, e-government, workforce and community development resources. (Programs might include but are not limited to the expansion of online resources for citizens seeking legal information, access to health and medical information, training for job searchers on how to use e-government and other online resources effectively, encouraging civic engagement, and other programs). Timeline: 2013-2017
- 4) Create and enhance collaborative efforts specific to community needs to bring traditional, enhanced or new library services to underserved seniors, or underserved seniors at the library. (These efforts might include but are not limited to: 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: 2013-2017
- 5) Create and enhance model programs in partnership with other community organizations and agencies that provide services needed by underserved populations to including 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: 2013-2017
- 6) 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. (Programs might include but are not limited to multicultural programs highlighting community diversity, multilingual story times, special displays, featured multicultural author series, developing services to increase the ability of patrons to learn 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: 2013-2017
- 7) Develop, implement and evaluate programs to serve individuals with disabilities and other special needs. 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 and other special needs in their use of library services. This would include but are not limited to 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 for eligible libraries.) Timeline: 2013-2017

- 8) Create and enhance collaborative programs for library staff in eligible libraries to improve services to users, promote leadership development and the recruitment of future professionals to the field of library and information services. Programs might include but are not limited to expansion of training of staff working with target populations such as seniors, children living with barriers, jobseekers, and other groups.) Timeline: 2013-2017
- 9) Develop model collaborative partnerships to encourage early reading and ongoing information literacy. (This could include but are not limited to partnerships between all types of eligible libraries, and partnerships between schools, libraries, and community organizations.) Timeline: 2013-2017
- 10) Create and enhance targeted pre-teen and teen collaborative outreach programs to increase their use and understanding of library resources.(These programs could include but are not limited to staff training on developmental levels of youth, book club, 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: 2013-2017
- 11) Develop collaborative early reading initiatives reaching children ages 0-5 and their families and caregivers. (These initiatives could include but are not limited to 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: 2013-2017
- 12) Support innovative collaborative 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 but are not limited to reading and writing clubs, Homework Helper Centers, and curriculum guides). Timeline: 2013-2017

Goal 1: Output Targets

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

Goal 1: Possible Outcome Targets – Library Programs

Examples of possible outcome targets for library programs include, but are not limited to the following examples. Outcome measures will vary and will be dependent upon the purpose of the project and the target audiences.

- 13) At least 30% of the target population involved in the library program will indicate that they improved their skills and knowledge in accessing information important to them. (Possible pre-and post-surveys of users, staff observations and interviews)
- 14) At least 50% of target population 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)
- 15) At least 40% of target population involved in the library project that uses 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)
- 16) For collaborative programs, at least 40% of the participating community agencies involved in the library project will indicate that partnerships with local libraries improved their shared clients’ abilities to access needed information, programs and services. (Survey of partnering agencies at program completion)
- 17) At least 70% of trained staff involved in the library project will indicate increased proficiency in understanding and supporting the needs of target populations, and indicate a willingness to approach and assist these users. (Pre-and post-survey)
- 18) 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)
- 19) 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)
- 20) At least 50% of respondents will indicate that they are “aware” or “very aware” of library services offered for specific target populations. (Random survey and/or focus of individuals in or associated with the target audience at conclusion of promotion/marketing activities)
- 21) At least 50% of parents of targeted children will indicate the collaborative program (such as 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)
- 22) 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)
- 23) Children will demonstrate increased information literacy skills. (Staff observation and pre- and post-surveys of daycare providers, etc.)
- 24) 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: Statewide Initiatives and Capacity Building

Through statewide, regional and local initiatives, develop or enhance electronic and other linkages and improved coordination among and between eligible libraries and entities for the purpose of improving the quality of and access to library and information services. (*LSTA Priorities 1, 2, 4, 7, 8)

LSTA Purpose

Through partnerships and statewide initiatives, facilitate access to resources in all types of eligible libraries to:

- Expand and encourage resource sharing (*LSTA Priorities 2, 4, 7, and 8; LSTA Purposes 1, 3, 4, and 9)
- Achieve cost-effective and efficient provision of library services to the public through the preservation of knowledge and library collections in all formats (*LSTA Priorities 1, 4, 7, and 8; LSTA Purposes 1, 2, 3, 4, 7, 8, and 9)
- Enhance the role of eligible libraries in research, education and innovation (*LSTA Priorities 2, 4, 7, and 8; LSTA Purposes 1, 2, and 8)
- Promote services that provide users with access to information through collaboration and networks. (*LSTA Priorities 1, 2, 4, 7, and 8; LSTA Purposes 1, 2, 3, 4, and 9)

GOAL 2

Through partnerships and statewide initiatives and networks, facilitate access, preservation, and sharing of resources in all types of eligible libraries locally, regionally, statewide, nationally and internationally to support research, education and innovation. (*LSTA Purposes 1, 2, 3, 4, 5, 7, 8, and 9)

Goal 2: Summary Needs Assessment

Resource Sharing

Library users in Minnesota value highly the ability to access resources from other libraries and library services. To fill this need, Minnesota has facilitated resource sharing among libraries and reduced the cost of providing access to information for its residents. However, not all library users are being served adequately and equitably. 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.

The Management Analysis & Development LSTA 2013-2017 Five-Year Plan: Focus Groups/Interviews Summary and Survey Results (June 22, 2012) reported that among the “highest ranking uses of computers at libraries were databases (84%), general internet use (84%) and social networking and emailing (60%).” The “greatest needs affecting end-users were electronic resources (75%) and...nearly half (47%) identified electronic capacity as a need...”

In response to the question, “What are your library’s service priorities in the next five years?” the most common priorities included “technology updating and improvements, acquiring and training on eBooks and other eResources, digital learning and services, outreach and partnerships, and mobile device compatibility.”

Statewide Initiatives

State Library Services, a division of the Minnesota Department of Education, works with the Minnesota library community to facilitate resource sharing among libraries and to reduce the cost of providing access to information for its customers. Library users in Minnesota highly value the ability to order books and utilize library resources and services. However, not all library users are being served adequately and equitably. Minnesota’s library community continues to struggle with issues such as: document and e-delivery, electronic resource sharing, statewide database licensing and other infrastructure concerns such as 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 statewide to provide quality library services and assume library leadership roles throughout the state. Overall, about at least 40% 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.

GOAL 2: SUBGOALS

2.1 Support technology and infrastructure initiatives and services that build the capacity of Minnesota’s libraries to serve their patrons;

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

Goal 2: Examples of Possible Subgoal Activities

- 1) Continue to support technology upgrades and improvements to regional and statewide networks that improve community access to library resources and services. Timeline: 20013-2017
- 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: 2013-2017
- 3) State Library Services supports and enhances the statewide backbone of physical and electronic delivery and sharing of resources between regions, among different types of libraries and among libraries in different regional systems. Timeline: 2013-2017

- 4) State Library Services supports and enhances the statewide backbone costs for staff training for Electronic Library of Minnesota (ELM) to more effectively serve library users. Timeline: 2013-2017
- 5) State Library Services supports efforts to enhance the preservation of knowledge and library collections in all formats. Timeline: 2013-2017
- 6) State Library Services shall educate the Minnesota library community about changes in the LSTA guidelines. Timeline: 2013-2017
- 7) State Library Services shall conduct annual training opportunities to assist applicants in utilizing LSTA funds for the greatest positive impact on end-users. Timeline: 2013-2017
- 8) State Library Services shall conduct a collaborative assessment of Minnesota's current library workforce's ability to meet end user needs as designated within the LSTA Plan, 2013-2017 goals and programs. Develop and implement strategies to encourage individuals to become professional librarians thus creating the greatest positive impact on end-users. Timeline: 2013-2017
- 9) State Library Services, to better meet end user needs as established within the LSTA Plan, 2013-2017, shall implement and promote statewide professional development programs that meet the training needs of Minnesota library staff to provide quality barrier-free services and programs to Minnesotans. State Library Services shall coordinate continuing education and other professional development services (including distance education) in the areas identified as priorities within the LSTA Plan. Timeline: 2013-2017
- 10) State Library Services and the Minnesota Braille and Talking Book Library will work to establish criteria for implementing enhanced customer service programs to further the mission of the library, including an enhancement and upgrade of its volunteer-based recording program from an analog to a digital format. Timeline: 2013-2017
- 11) State Library Services shall gather annual statistics of public libraries and school library/media centers for state and federal planning. Timeline: 2013-2017
- 12) 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: 2013-2017

Goal 2: 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, usage statistics, etc.

EVALUATION AND MONITORING PLAN

Stakeholder Involvement Process

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 contracted with Management Analysis and Development

(MAD), a division of Minnesota Management and Budget, to conduct focus groups, individual interviews and establish and implement a survey instrument to gather input from the Minnesota library community. Management Analysis & Development previously conducted the evaluation of the State of Minnesota LSTA Five-Year Plan; 2008-2012 which was filed with the Institute of Museum and Library Services on March 30, 2012.

Management Analysis & Development (MAD) conducted a series of focus group meetings and one-on-one telephone interviews with members of the library community who were unable to hold or attend a focus group meeting. In addition, an online survey was distributed through library listservs statewide.

Focus Group sessions were held on the following dates:

- May 29, 2012 - Council of Regional Public Library System Administrators
- June 5, 2012 – Multicounty Multitype Library Cooperation System Administrators
- June 8, 2012 - The Metropolitan Library Services Agency Advisory Board, which consists of the library administrators of the eight-member metropolitan public library systems.

Individual telephone interviews were conducted with members of the Minitex Policy Advisory Council, and the Executive Committees of the Minnesota Educational Media Organization (MEMO), Minnesota Library Association, Minnesota Special Libraries Association and representatives of the focus group sessions who were unable to attend their designated meeting date and time.

As the development of the plan progressed, discussions were held with Management Analysis & Development (MAD) staff for further comments regarding end-user needs and projected goals. Information was sought from libraries across the state through the survey instrument created by MAD and posted on their website with linkages to several Minnesota library listservs. A copy of the MAD summary document, LSTA 2013-2017 Five-Year Plan: Focus Groups/Interviews Summary and Survey Results (June 22, 2012), is attached.

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, 2013-2017 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

The LSTA Five-Year Plan will be distributed through various library-related listservs for comment from the greater library community. Libraries will be encouraged to discuss the LSTA Five-Year Plan at governing and advisory board meetings.

Once the Minnesota LSTA Five-Year Plan has been approved by IMLS, the following communication will take place:

- The approved LSTA Five-Year plan will be published on the Department of Education website in an accessible format to meet state accessibility guidelines.

- Information about the LSTA Five-Year Plan and the challenges and successes of its implementation will be published periodically in State Library Agency and Minnesota Department of Education publications.
- State Library Services will annually contract with Management Analysis and Development to review evaluation plan and process, establish evaluation tools and resources to assist the Minnesota library community in gathering end user outcomes and outputs.
- The State Library Administrative Agency will update the library community through periodic updates provided to the regional public and multitype library systems, Minitex Policy Advisory Council and in the State Library Services Newsletter.
- Meetings will be held with regional public and Multitype system administrators and other stakeholders regarding the plan and its implementation.
- Special informational sessions will be held at annual conference meetings of the professional library associations and organizations.
- The LSTA Five-Year Plan will become a section of the Minnesota State Plan for Libraries, which will be a collaborative project between the Division of State Library Services and library stakeholders statewide (beginning in the fall of 2013).

Monitoring

The State Library Administrative Agency will work closely with Management Analysis & Development (MAD), a division of Minnesota Management and Budget staff to continuously track implementation of the LSTA Five-Year Plan and prepare required report templates and necessary documentation. State library administrative agency staff will also track the progress of LSTA-funded competitive and statewide initiative programs and activities throughout the state by: 1) conducting periodic site visits with each project coordinator, and 2) hold periodic telephone calls and e-mail communications to ensure adequate monitoring of activities.

Management Analysis & Development (MAD) staff and State Library Services staff will provide periodic summaries, noting progress and/or challenges of current activities to the library community. The group will use the information provided by staff to review the success of the activities in meeting LSTA goals and 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 Braille and Talking Book Library is of particular importance since it is a direct service provided by the department to print-disabled Minnesotans who qualify for its services. The State Library provides input relating to K-12

education through school media centers/school 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, nonprofit 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, nonprofit 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. 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. State Library Services contracts with Minitex for the development and provision of statewide training for the Electronic Library of Minnesota (ELM) training. ELM (elm4you.org) gives Minnesota residents online access to magazine, journal, newspaper, and encyclopedia articles, eBooks (online books), and other information resources.

MnLINK

MnLINK, 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. In 2010, the average percentage of Minnesotans living in poverty was 10.5 percent (U.S. Census Bureau).

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 public library system. The second system operates through the multicounty, multitype library cooperative systems that share resources within their regions. The third and largest component of resource sharing is Minitex.