



LSTA 2013-2017 Five-Year Plan:

Focus Groups/Interviews Summary and Survey Results

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Table of Contents

LSTA 2013-2017 Five-Year Plan: Focus Groups/Interviews Summary and Survey Results	1
Executive Summary.....	3
Survey Results Summary	4
Introduction	4
Location	4
Library Type.....	4
Library Use	5
Barriers	10
Needs	12
Priorities.....	14
Focus Groups and Interviews Summary.....	15
Introduction.....	15
Priorities.....	15
Needs	16
Barriers	19
Solutions	20
Plan Emphasis.....	22
Plan Process Input.....	23
Appendix A.....	24
Appendix B.....	26
Focus Group Participants.....	26
Interview List.....	27
Appendix C.....	28

Executive Summary

In May and June 2012, information was gathered through focus groups, interviews and a survey to inform the development of the Library Services and Technology Act 2013-2017 Five-Year Plan. The plan is required by the Institute of Museum and Library Services (IMLS) for states to be eligible for LSTA funds. Surveys were sent to the Minnesota library community targeting those eligible to apply for LSTA funds. Four focus groups were held and 15 interviews were conducted with stakeholders in the library community.

Survey Findings

The respondents were fairly evenly distributed in terms of location with the largest percentage from rural areas and the smallest from urban areas. In terms of library type, most of the respondents were from public school libraries and public libraries. Most of the respondents said their customers use the library for programs for children or programs for teens. General computer training, database training and internet and email training were the most popular types of trainings offered. The highest ranking uses of computers at libraries were databases, general internet use and social networking and emailing. The greatest barrier to using the library was hours of service. Other barriers were lack of services and programs, geography, accessibility and language and cultural barriers. The greatest needs affecting end-users were electronic resources and collection/development. Overall, the most common priorities were: collection development and updating; technology updating and improvements; acquiring and training on eBooks and other eResources; digital learning and services; outreach and partnerships; and mobile device compatibility.

Focus Group/ Interview Findings

Priorities: Focus group and interview participants were asked to choose their top three State Grant Priorities for LSTA (Appendix C). Priority 1 (expanding services for learning and access) was most often chosen as a first priority. Priority 3 (relating to staff training and recruitment) was the most often ranked with 78 percent of the participants choosing it as one of their top three priorities. Priority 2 (linkages and improved coordination) and Priority 7 (library networks) were the next most popular priorities.

Needs: Through the focus group conversations and the interviews, participants identified a list of library end-user needs. The top needs were: access and equity, staff training, job search skills, needs of immigrants, networks and resource sharing, public relations, and staying current with technology.

Barriers: Out of the focus group and interview process also came a list of common barriers to meeting the needs of end-users. The main barriers identified were: digital literacy, lack of awareness about libraries, lack of connection to broader policy objectives, and limitations of staff skills.

Solutions: Solutions to overcoming the barriers included: library public relations/marketing, resource sharing, staff training, sharing best practices, and broader policy involvement.

LSTA 2013-2017 Five-Year Plan

Survey Results Summary

Introduction

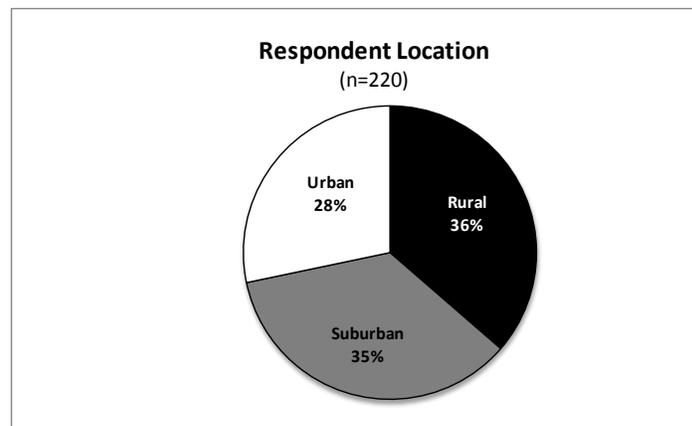
The LSTA 2013-2017 Five-Year Plan Survey was distributed with the help of Minitex, the Minnesota Educational Media Organization (MEMO), the Metropolitan Library Service Agency (MELSA), and the Council of Regional Public Library Systems Administrators (CRPLSA) (see Appendix A for a copy of the survey). Minitex staff sent the survey to a list of Minnesota library directors (approximately 200), MEMO sent the email to their members (870) and posted it on their member website, and MELSA distributed the survey to the 625 members of the system listserv. The survey was sent to each CRPLSA board member who then forwarded it to members and branches that are eligible to apply for the LSTA funds. The survey was online and available from May 17th to May 31st. Two hundred and twenty surveys were received.

This section summarizes the survey findings and is organized by survey question. Each question was analyzed in terms of location and library type. In cases where a statistically significant difference among the locations (urban, suburban, and rural) or library type (public, public school, academic, and special) occurred, these results are noted and charts are included to depict the results.

Location

The survey respondents were fairly evenly distributed geographically. Slightly over a third of the respondents were from rural areas (36%), about another third were from suburban areas (35%), and 28 percent were from the urban areas.

Chart 1



Library Type

The largest percentage of respondents were from public school libraries (44%). Nearly a third were from public libraries (31%), 19 percent from academic libraries, and 8 percent from special libraries.

Chart 2

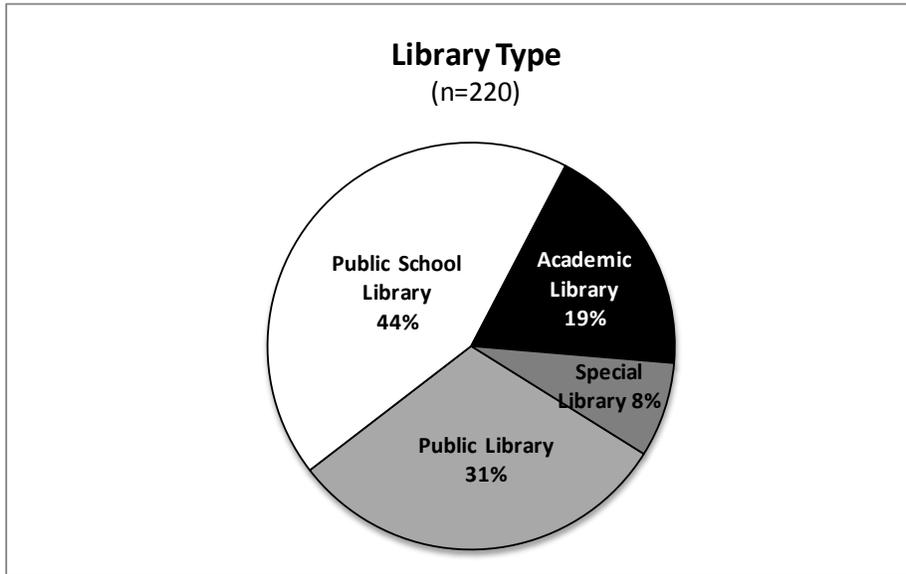
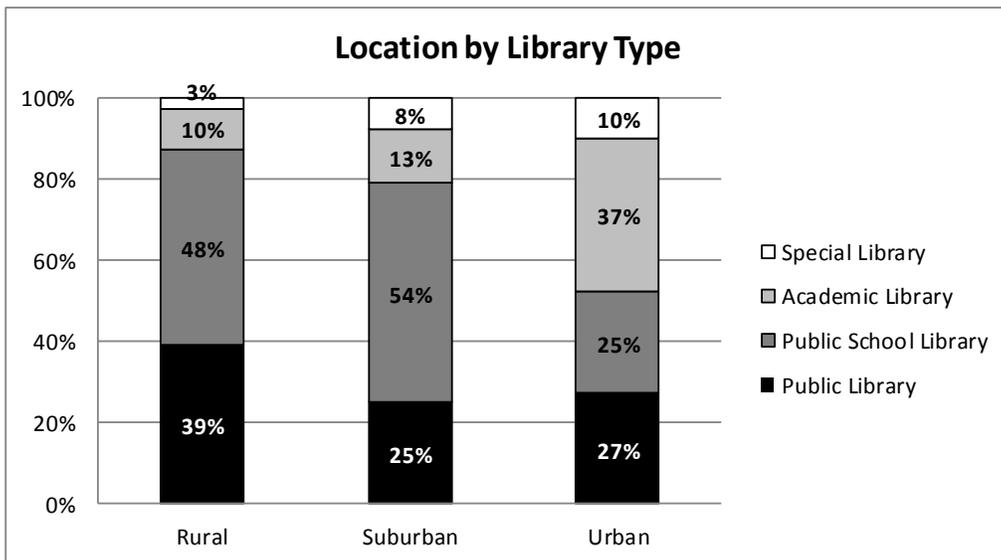


Chart 3 shows the breakdown of library type for each location. The largest percentage of both the rural (48%) and suburban libraries (54%) was public school libraries. Academic libraries made up the largest percentage of the urban library respondents (37%).

Chart 3



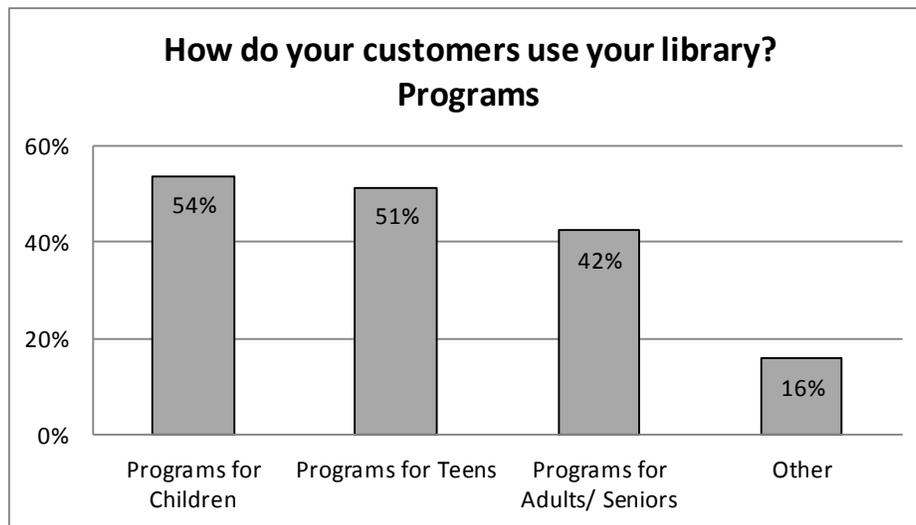
Library Use

Not surprisingly, the most popular use of libraries was to check out material; 87 percent of the respondents indicated their customers use the library for this purpose.

Programs

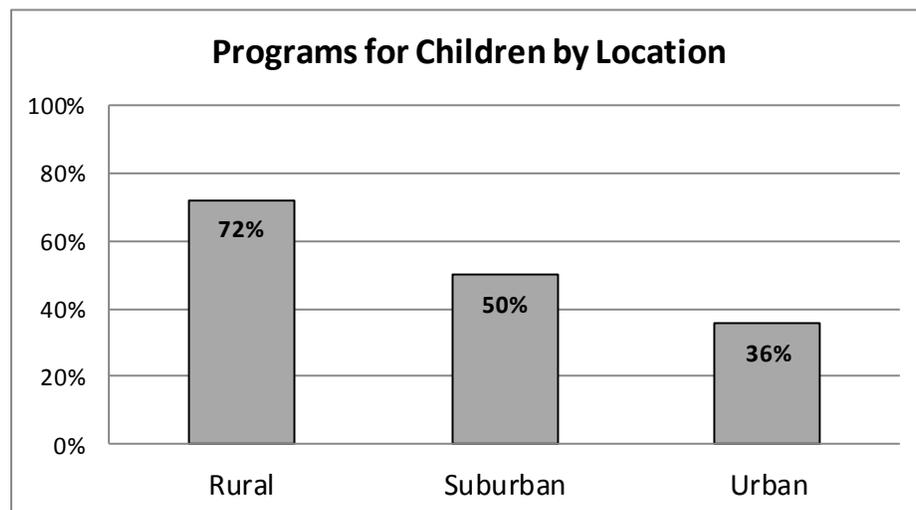
In terms of library programs, over half of the respondents said their customers participate in programs for children (54%) and/or teens (51%). Forty-two percent indicated participation in programs for adults/seniors. Other programs listed in the open-ended section of the survey included tutoring, teacher trainings, lecture series, programs on foreclosure, sessions with attorneys, book clubs, and language learning.

Chart 4



There was a statistically significant difference in programs for children participation by location (Chart 5). Rural libraries were the most likely to indicate their customers participate in programs for children (72% of the rural libraries). Half of the suburban and about a third of the urban libraries indicated children program participation.

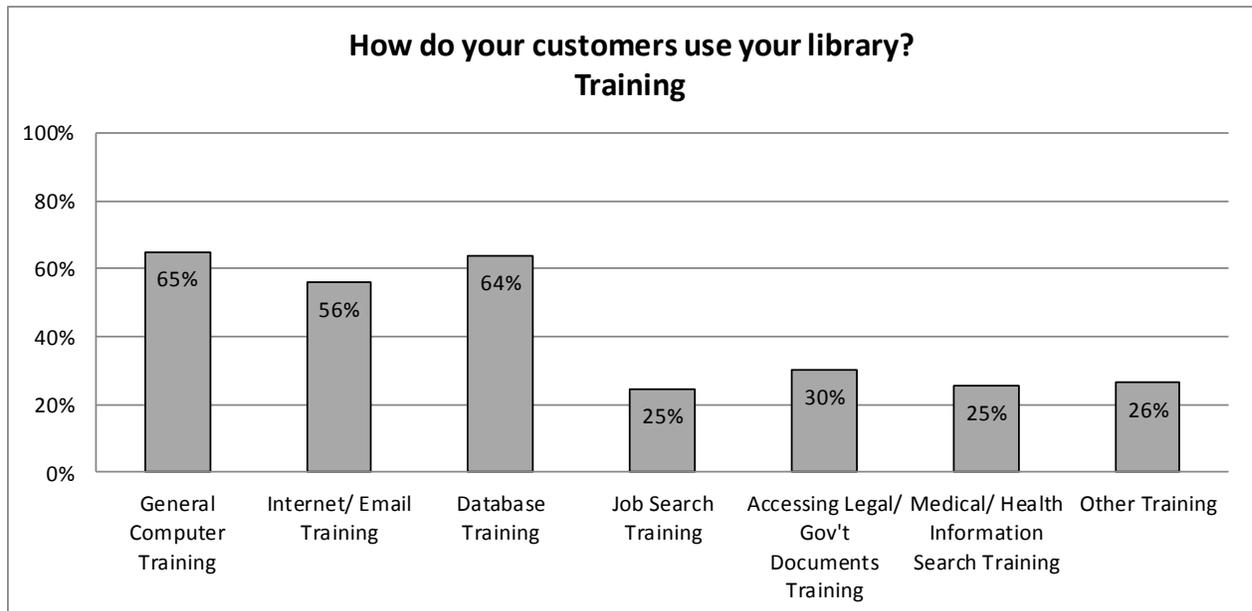
Chart 5



Training

In terms of training at libraries, general computer training (65%), database training (64%) and internet/ email training (56%) were the most popular types of trainings offered. Other computer trainings mentioned in the open-ended section included: computer maintenance, database management, digital photography, downloading digital materials, eBook training, genealogy research, internet safety, keyboarding skills, MS Office, online catalog use, research techniques, senior-specific computer training, social networking, and training on electronic resources.

Chart 6



Significant differences were discovered between participation in some training programs and location and library type. Suburban libraries were more likely to indicate database training participation than other locations (75% of suburban library respondents). Urban libraries also had a high proportion of responses for database training (68%).

Chart 7

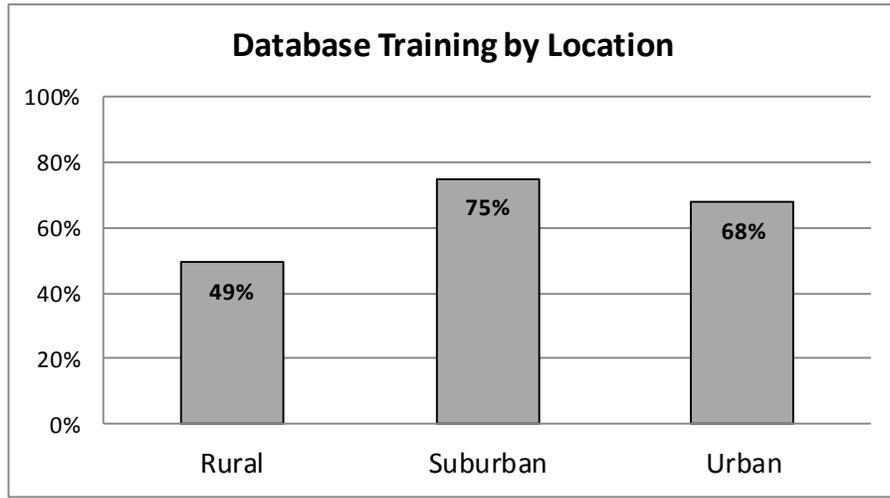
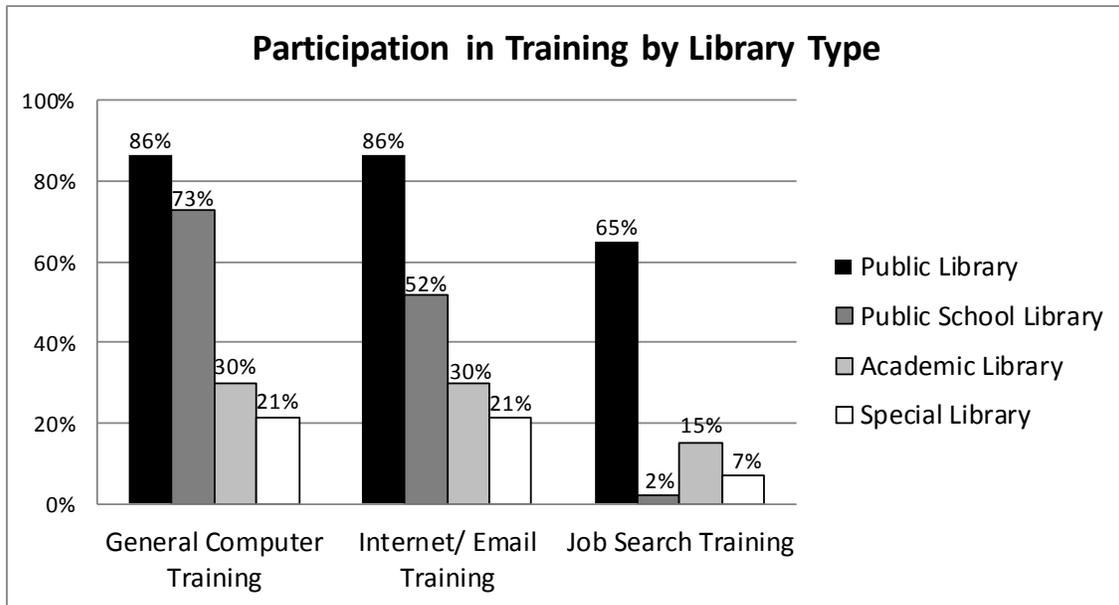


Chart 8 shows the significant differences in training participation in some programs by library type. Public libraries were generally more likely to indicate customer participation in general computer training, internet/email training, and job search training.

Chart 8



Computer Use

The highest ranking uses of computers at libraries were databases (84%), general internet use (84%) and social networking and emailing (60%). Slightly less than half of respondents (47%) said their customers use library computers for job searching. Other library computer uses listed in the open-ended section included: benefits applications, filing unemployment, Google Apps,

homework, job applications, language learning, math practice, online courses, games, presentations, research, resumes, spreadsheets, test taking, tracking retirement accounts, video editing, view movies/ and TV shows, word processing, and writing papers/ homework.

Chart 9

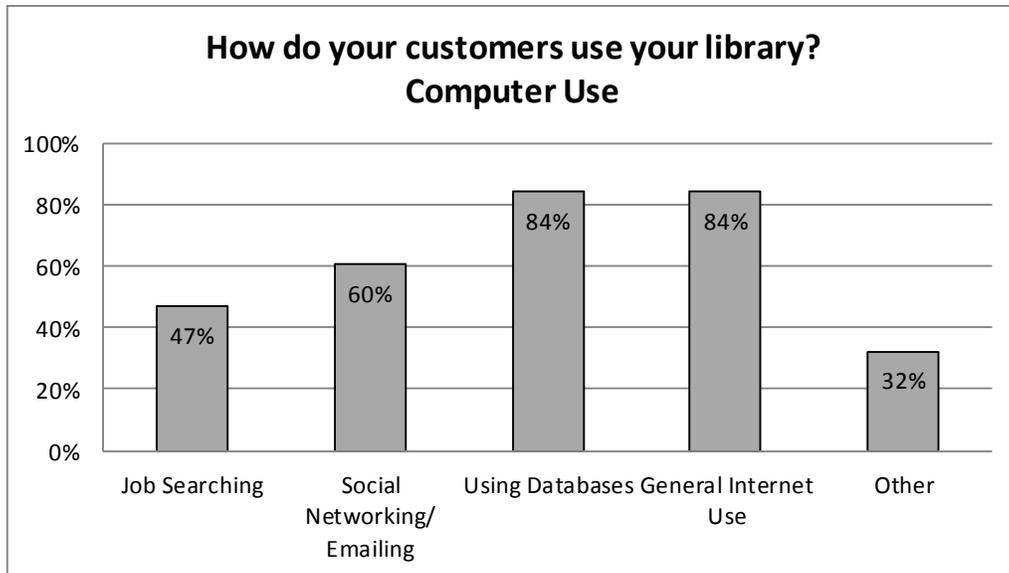
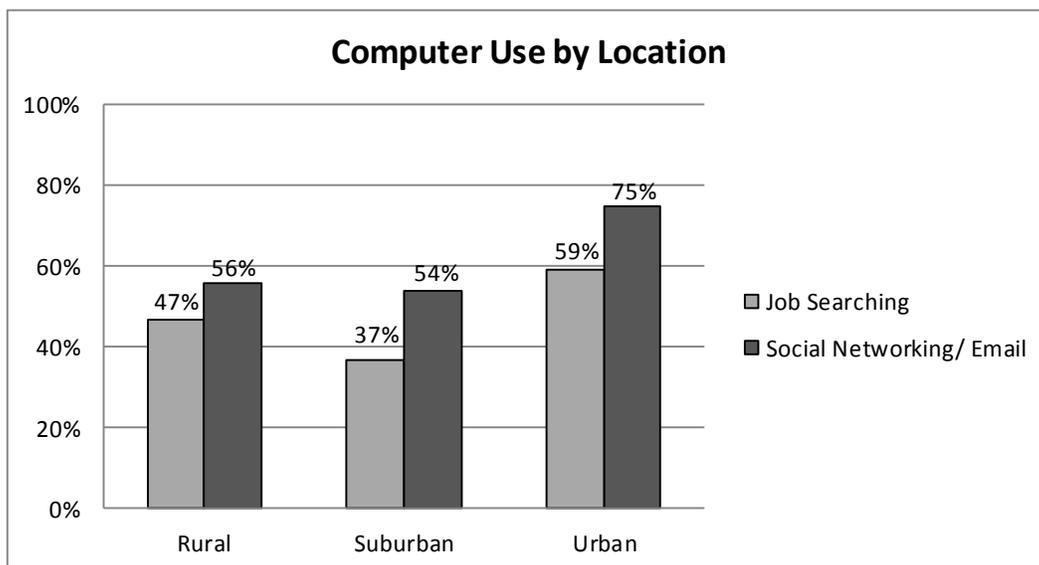


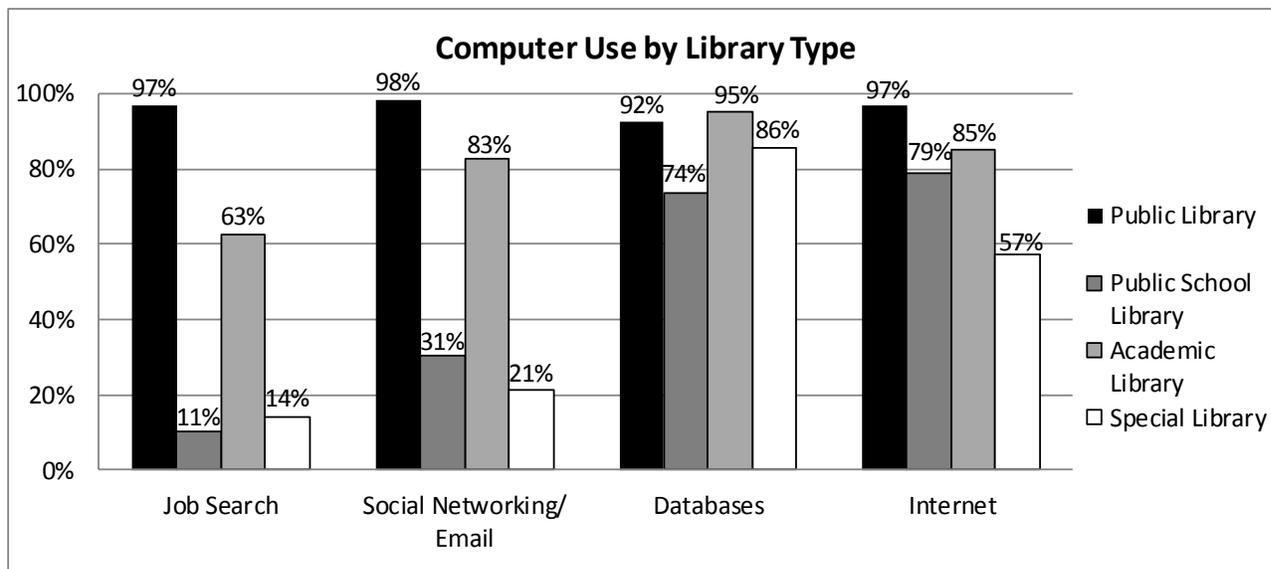
Chart 10 shows urban library customers were the most likely to use library computers for job searching (59%). Nearly half of the rural library respondents (47%) and slightly over a third (37%) of the suburban library respondents indicated their customers use library computers for job searching. Urban library respondents were more likely to say their customers use the library for social networking/ email (75%) than those respondents from rural (56%) or suburban (54%) libraries.

Chart 10



Nearly all of the public library respondents indicated their customers use library computers for job searching, social networking and emailing, databases, and the internet. Among public school library respondents, internet use (79%) and databases (74%) were the most popular computer uses. Academic library respondents said their customers use the library the most for databases (95%), the internet (85%) and social networking/ email (83%). Over half of this group (63%) indicated academic library computer use for job searching as well. School libraries appear to be used little for job searching (11%) and social networking / email (31%) and more for the internet (79%) and databases (74%).

Chart 11



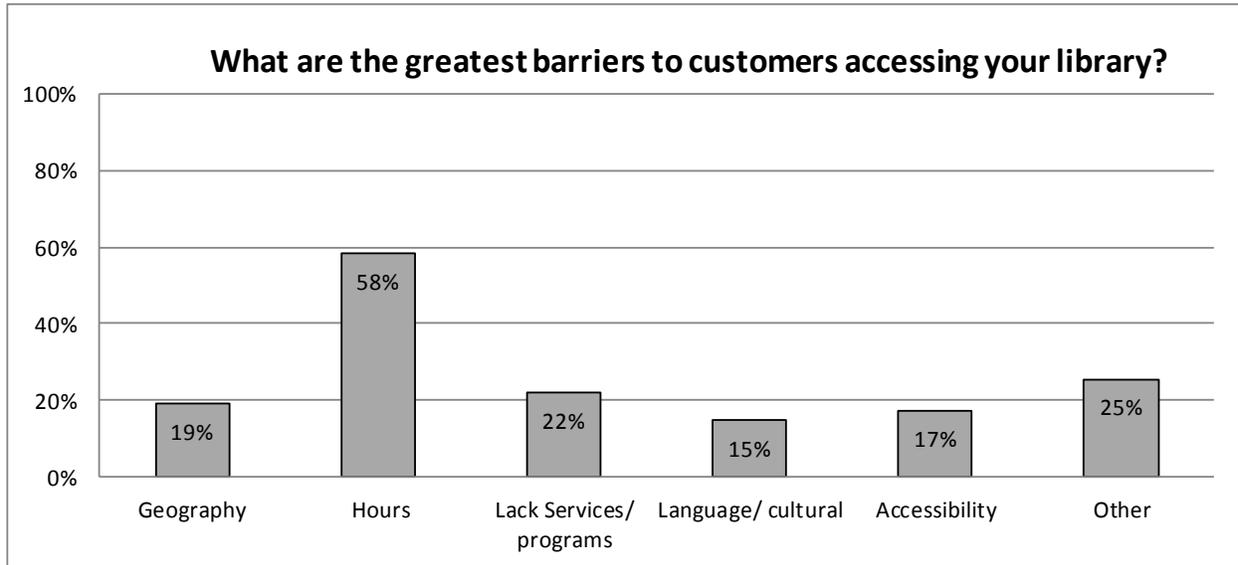
Other Uses

Respondents were asked an open-ended question about other ways their customers use their libraries. The following is a list of those responses: art exhibits, concerts, copy machine use, print documents, detention download eBooks and audiobooks, group study space, professional development for teachers, reading, socializing, source of community information, studying, tax form volunteers, testing, work with teachers to develop and provide lesson plans to students.

Barriers

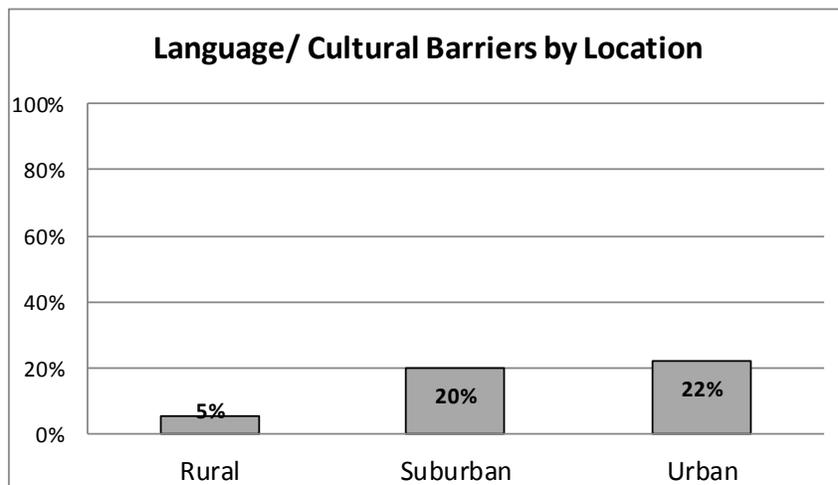
In identifying barriers to using libraries, the greatest barrier by far was hours of service (58%). Other barriers were lack of services/programs (22%), geography (19%), accessibility (17%) and language/cultural barriers (15%). Other barriers listed in the open-ended section were: users are too busy, transportation, teachers not bringing classes to the school media centers, staffing, parking, limited library space, lack of knowledge of electronic resources, lack of funds, lack of computers, lack of awareness of library services, computers in school libraries not available because they are being used for testing.

Chart 12



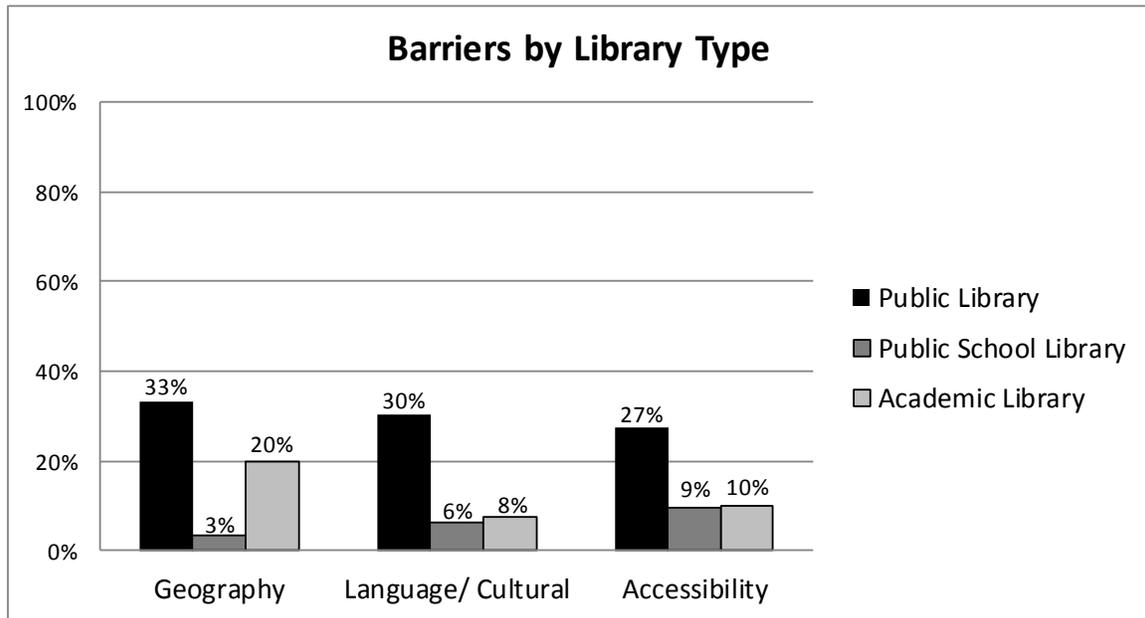
Urban and suburban library respondents were more likely than rural library respondents to identify language/ cultural as a barrier to library use.

Chart 13



In terms of library type, public library respondents were significantly more likely to indicate geography, language/ culture and accessibility as barriers than public school or academic libraries (the special libraries were excluded from the chart below because the number of responds was low).

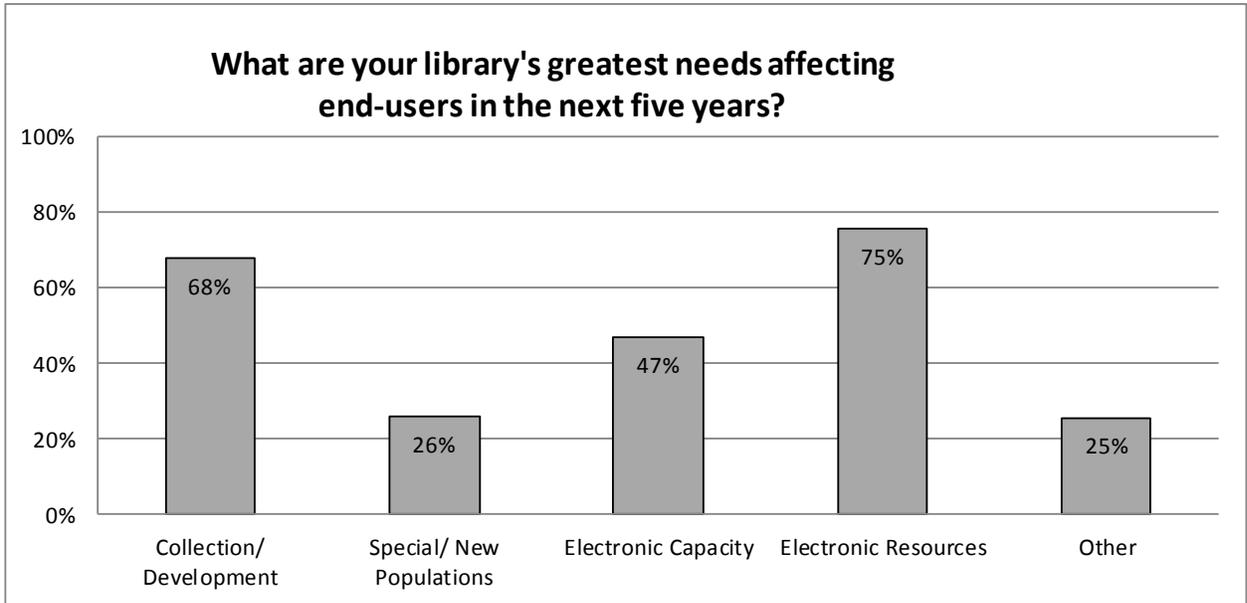
Chart 14



Needs

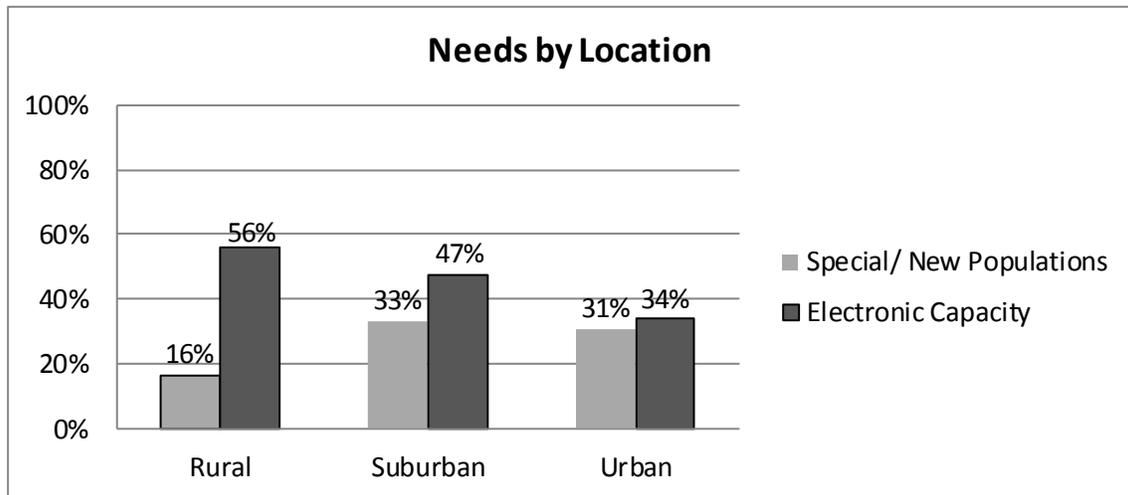
The greatest needs affecting end-users were electronic resources (75%) and collection/ development (68%). Nearly half (47%) identified electronic capacity as a need. Other needs cited in the open-ended section were: updated technology, understanding how to access the resources, transition to electronic books, time for students to have media classes, supporting new ways of accessing collections (e.g. eBooks, personal devices, etc.), publicity/ marketing, more staff, more space, making eBooks easier to use, inter-library loan partnership.

Chart 15



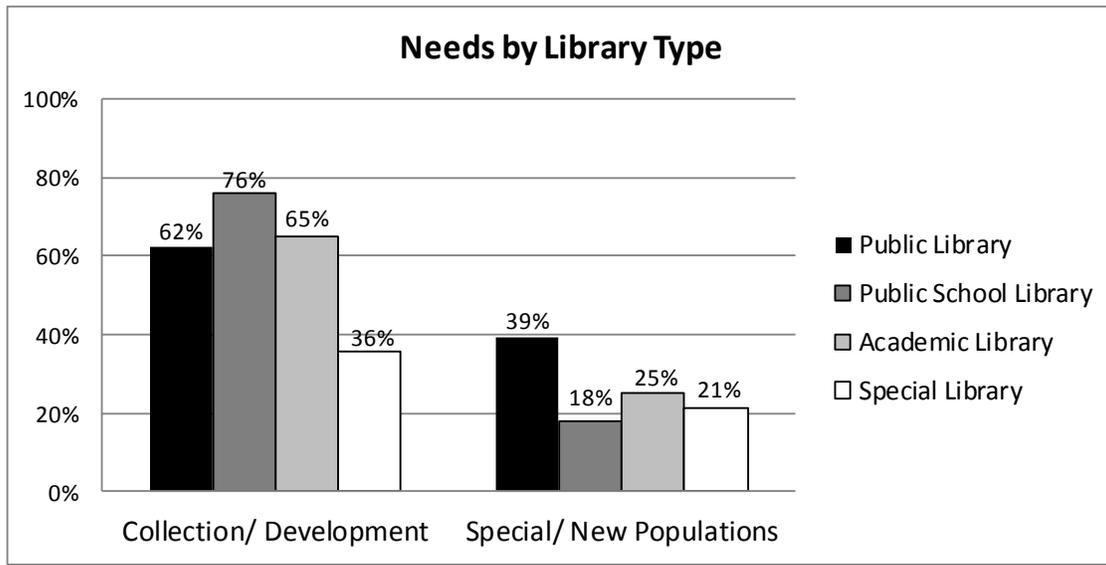
A third of suburban and nearly a third of urban library respondents cited special/ new populations as a need. Rural library respondents were more likely to view electronic capacity as a need than suburban and urban library respondents.

Chart 16



Academic library respondents were significantly more likely to cite collection/development as a need than were the other library types. Public libraries were the most likely to indicate special and new populations as a need.

Chart 17



Priorities

The last question on the survey was open-ended and asked: “What are your library’s service priorities in the next five years?”

Overall, the most common priorities were:

- collection development and updating;
- technology updating and improvements;
- acquiring and training on eBooks and other eResources;
- digital learning and services;
- outreach and partnerships; and
- mobile device compatibility.

In terms of library type, the most common priorities cited for public libraries was technology, early literacy and digital learning. Public school library highest priorities were collections development, eBooks and eResources, and technology. For academic libraries the highest priorities were collection development, eResources, technology, and digital content. Special libraries’ highest priorities were eResources, outreach and eBooks.

LSTA 2013-2017 Five-Year Plan Focus Groups and Interviews Summary

Introduction

In May and June of 2012, four focus groups were held via conference calls with library stakeholder groups whose membership includes libraries that are eligible for LSTA funds. The objective was to collect information to inform the development of the LSTA 2013-2017 Five-Year Plan. For key stakeholders who were not able to participate in the focus groups, individual interviews were conducted (Appendix B contains a list of the focus group participants and interviewees). The focus group organizations included the Council of Regional Public Library System Administrators, the Minitex Policy Advisory Council, the Metropolitan Library Service Agency Board of Directors, and the Minnesota Multi-County Multi-Type Library Cooperation System Directors. Interviews were conducted with members of those organizations and also with members of the Minnesota Library Association and the Minnesota Educational Media Organization.

Priorities

Focus group and interview participants were asked to choose their top three State Grant Priorities for LSTA (Appendix C). The following charts reflect the priority rankings of the 37 focus group and individual interview participants.

Chart 18 depicts the number of respondents who ranked each priority first, second or third. Underneath each priority is the number of “votes” for that priority compiled into one sum without regard for the ranking. For example, 27 people ranked Priority 1 either first, second or third; 16 people ranked it first.

Chart 18

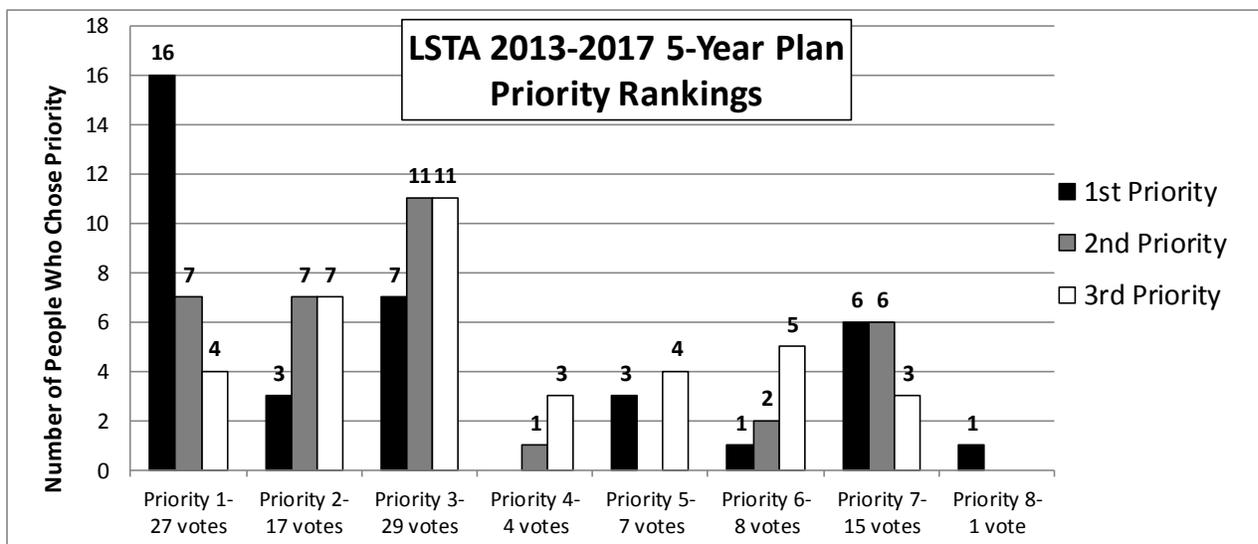
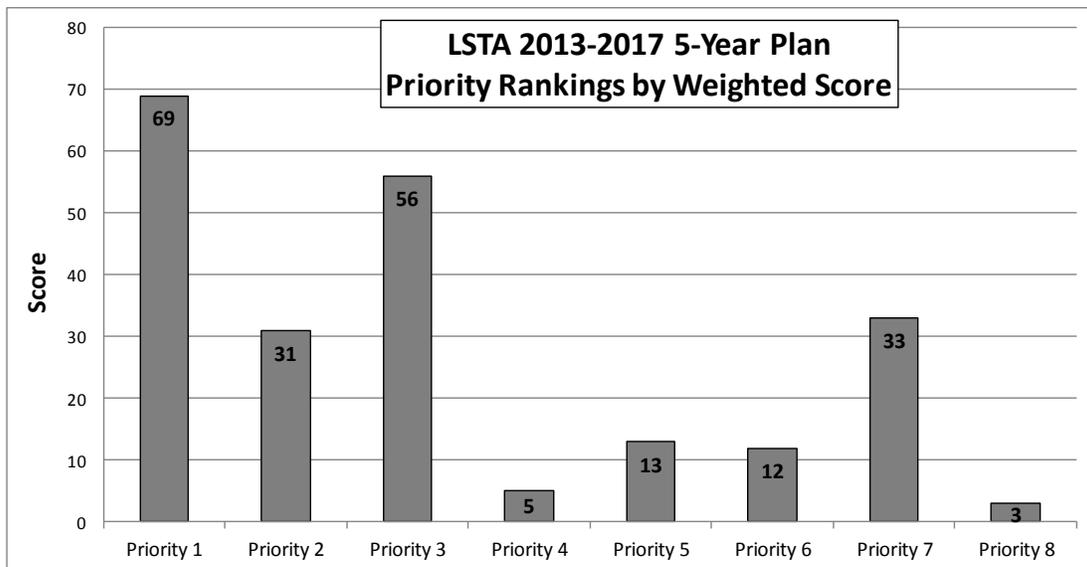


Chart 19 is based on a weighting system depending on how each priority was ranked. Each vote was given a score of 3 for priorities ranked first, 2 for priorities ranked second, and 1 for priorities ranked third. The votes with these values were then summed to create one total score for each priority. For example, only one person ranked priority 8 and they ranked it as their first priority so it has a score of 3. For priority 6, one person ranked it first ($1 \times 3=3$), two people ranked it second ($2 \times 2= 4$), and five people ranked it third ($5 \times 1= 5$). Therefore, priority 6 has score of $3 + 4 + 5= 12$.

Chart 19



Priority 1 (expanding services for learning and access) was most often chosen as a first priority. Forty-seven percent of the participants ranked it as their first priority and nearly three-quarters ranked it in their top three choices. Many people commented that this priority is the broadest priority, “a catch-all”, or “what libraries do.” Priority 3 (relating to staff training and recruitment) was the most often ranked with 78% of the participants choosing it as one of their top three priorities. However, it was mostly chosen as a second or third priority. Priority 2 (linkages and improved coordination) and Priority 7 (library networks) were the next most popular priorities.

Needs

After ranking the priorities, participants were asked to choose their top priority and explain what needs it addresses for their end-users. The following is a summary of end-user needs articulated by participants.

Access and Equity

Access was seen as an important need for rural and urban areas. One participant emphasized the importance of access in terms of Minnesota’s economy. As a knowledge-based economy, access is essential and equal access allows rural areas to participate as well as urban areas. As poverty levels increase, libraries need to provide more access and linkages. An urban library director characterized the racial gap in education is “alarming” and stated that one of the most important policy issues is the disparity in educational achievement by race. A suburban media

center librarian noted that advocacy for libraries within schools should focus on equity. She emphasized the need for children to have exposure to libraries and the best way to do that is to have a library in their school. She discussed library use as being middle class and noted that diverse groups need to be introduced to libraries in a way that is accessible and informative for them. Children can get this exposure at school and can introduce their parents to what libraries offer. Also cited as contributing to equity issues was the disparity in resource sharing.

Staff Training

Staff training was one of the highest priorities. Participants stated that library staff need to be a step ahead of the users in order to help them. With the quick pace of technological changes, training is an ongoing need. In many rural areas the library and media staff do not have a Masters in Library Science and, therefore, training is critical. A rural librarian mentioned that her staff could use training in social networking (Facebook, LinkedIn) as it becomes a tool for job searching. There was much agreement that staff need to know the latest developments in job searching and be well versed in the online application process. An out-state academic librarian commented that there is no over-arching plan for librarian training in the state and wondered if the State Library Services could take a leadership role in training.

The need for management training for librarians was another issue that arose in the context of training. A rural librarian stated that “libraries’ biggest issue is training librarians to be managers.”

Job Search Skills and Workforce Development

Many participants emphasized that economic issues will continue to be important, especially employment. Basic job searching skills are needed and librarians must be versed in the latest formats. Several rural librarians mentioned they encounter people who have no computer skills or email accounts and come to the library for help submitting job applications. Many employers are requiring online applications. One rural librarian stated that many workforce development centers are often full and libraries can do more to take on workforce development services.

Needs of Immigrants

Urban, suburban and rural libraries are dealing with issues around integrating immigrants into libraries. Many immigrants come from cultures without libraries. They may not be aware of what is available at their library and may not be comfortable visiting a library. Librarians need to have the cultural skills to conduct outreach and develop appropriate programs for these communities. This cannot be accomplished without an understanding of the specific immigrant community.

Networks and Resource Sharing

There was strong agreement among participants that networks are integral to the library systems. Participants expressed a need to maintain and enhance existing partnerships and networks, as well as seek out new and creative opportunities for resources sharing. One participant suggested the state play a larger role in communicating the importance of networks between state and local institutions. Another participant said budget cuts are creating pressure to disintegrate networks while at the same time many participants underscored the efficiencies create by having networks. Resource sharing through networks is essential to the smaller and more remote libraries. One rural librarian stated that networks are critical to providing even

minimal services in her region. A suburban librarian said partnerships make it possible to address the digital divide in her area. One school media center librarian said the ability to share lesson plans is important in addressing the needs of students.

Public Relations/Marketing

In nearly all of the conversations in this process, lack of awareness about the function and contribution of libraries arose and there was much agreement that the library community needs to do more marketing. The focus was not just on making the public aware but also communicating the benefits of libraries to public officials. Academic librarians expressed frustration that even their administrations were not always aware of their value to the institution. A suburban librarian and a rural librarian talked about taking services to the public rather than requiring the public come to the library (i.e., delivering services to daycares and senior centers).

Staying Current with Changing Technology

Staying on top of technological changes and introducing new tools to users and librarians was cited as a need by most participants. Technology relates to many other categories of needs and is integral to how well the library functions. Technology tends to lag in rural areas and rural libraries cited basic hardware and software upgrades as a primary need. Some areas of the state still have dial-up connections. One rural librarian mentioned family members of men and women in the service coming in to learn how to use Skype. Another participant noted that their library system collaborates with retail providers of new technology, co-sponsoring 'technology fairs' to allow users and librarians an opportunity to try out new technologies. Cyber-safety was mentioned in the context of technology. One school librarian highlighted the need for more librarians to teach cyber-safety to children and parents. She feels that the public libraries could do more on this topic, especially with parents.

eContent

The need for eBooks/eContent was cited by metro area and rural librarians. Librarians and users need training on how to use the different devices and librarians need more eContent materials. The demand from users for this material and instruction on how to use the devices is high.

Life Skills

The need to teach college students the skills to be good citizens was named by an academic librarian. He cited a recent survey by the University of Washington which asked recent graduates the top skills they use that they learned in college. All the top skills were skills librarians teach: locating information, working independently, working with technology. The need for these skills in the 21st century economy is critical.

Connect Isolated Rural Library Staff

Many rural librarians talked about the issue of isolation out-state. In many rural libraries and rural school media centers there may be just one staff person. The need exists to connect these professionals for support and networking.

User Training

Participants felt the need for user training was great and should focus on technology and job search skills. Training for seniors and immigrants was also specifically mentioned.

People with Disabilities

Libraries should be a place with access to adaptive technologies for people with disabilities. One out-state academic librarian mentioned seeing an increase in the number of people with disabilities and veterans who can be helped with greater skills when they come to the university.

Other Needs

One participant emphasized the need to recruit more people of color into the field. Several participants also talked about the increase in library use by people who homeschool and distance learners.

Barriers

Participants were asked what barriers or challenges they face in meeting the needs of their end-users. Not surprisingly, funding and staffing were frequently mentioned as barriers. To encourage a more robust discussion, participants were asked to think creatively and broaden their list of barriers and challenges. The following summarizes this discussion.

Lack of Digital Literacy

Several participants, from both the metro area and rural Minnesota, emphasized a widening digital divide. The people who do not have access to the technology are getting left behind and the rate of change in the technology continues to increase. One librarian mentioned her perception that there is a growing population of people without computers. People who have adequate access need the skills to discern the quality of information. There is a need to teach people how to navigate and manage information. One urban media center librarian stressed that awareness needs to be raised around the fact that not everyone has access to digital resources and the digital divide is growing. An academic librarian stated that the level of informational literacy provided by the schools is getting worse and not preparing students adequately for post-secondary education.

Lack of Awareness

Lack of knowledge about the function of libraries was frequently cited as a barrier. Participants stated that the public is not aware of what libraries can do for them and public officials often do not understand how libraries fit into communities. Some participants mentioned their patrons were not aware of services beyond checking out books. A few librarians said their patrons do not know what electronic resources are available to them, specifically ELM resources.

Lack of Connection to Broad Policy Objectives

One participant expressed that libraries have to be connected to issues of early learning on a policy level. Librarians should be involved and have representation on policy boards, task forces, etc. Libraries need to be seen as integrated in broader societal issues.

Limited Staff Skills

The limitation of staff skills was frequently cited as a barrier. A rural librarian described a lack of expertise in libraries. A suburban librarian expressed the need to keep staff trained in emerging technology. One librarian cited a lack of time in order to do training as being a barrier. Metro area libraries directors talked were frustrated that their staff are working mainly just to keep the doors open and not on “thinking” tasks like program development.

eContent Licensing Challenges

As mentioned by several participants, the major barrier with eContent is the issue with licensing. There was frustration about the quickly changing agreements with publishers.

Broad Geography

Rural librarians discussed the difficulties in delivering services in a cost effective manner to a broad geographic region.

LSTA Application Process

A couple rural libraries stated that they have chosen not to apply for the LSTA competitive funds because the process is too laborious and the reporting requirements are too much. The size of the grants does not make it worth their while. Other participants asked that the application and reporting processes be simplified.

Leveraging Challenges with LSTA Funding

In terms of LSTA, there was some discussion in a couple of the focus groups about the difficulty of using LSTA funds as local funds for leveraging are decreasing. Some participants expressed that the LSTA funds cannot be relied on and are cumbersome.

Resistance to Change

Resistance to change was brought up in the context of staff and the public. A rural librarian mentioned that many of her patrons do not see the library as more than a place to check-out books. She feels challenged to make the public aware of all the other things libraries provide. Other participants talked about the difficulties of getting staff and the organizational culture to change.

Rapidly Changing Technology

The fast-paced change in technology and staff's ability to keep up with it was cited as a barrier. In many cases, staff are overwhelmed and information overload is common. People need a way to get a handle on the quickly changing environment.

Other Barriers

Other items cited as barriers were limited hours of operation, staffing, limited collections.

Solutions

Participants were asked to discuss what can be done to address or reduce the barriers they listed. The following themes emerged from those conversations.

Public Relations and Marketing

To address the general lack of awareness about the function and benefits of libraries, there was much discussion about the importance of library public relations. Nearly every focus group and interview touched on this idea of libraries doing more marketing. There were many examples of how individual library staff and whole organizations are currently getting the word out about libraries but there was overwhelming agreement that much more needs to be done. One participant said: “It’s amazing how little people know about libraries. We can’t do enough PR.” Another participant said “we need to show how libraries are transformational in people’s lives.”

Resource Sharing

One rural librarian stressed the value in sharing materials, programs, services, ideas and cost information. The point was made that dollars are leveraged when resources are shared. One librarian emphasized that more libraries should be using MnLink. Minitex staff stated that more school and public librarians should be accessing their training and using ELM and MnKnows.

Staff Training

Some rural librarians shared how they are developing ways to take training out to libraries so librarians do not have to find the time to come to them. They suggested exploring online and alternative meeting times to promote training within the library community.

Sharing Best Practices

Sharing best practices came up several times throughout the process. Participants were eager to hear ideas from their colleagues. The metro area directors were very interested in how to implement a way to share best practices as were school librarians.

Policy Involvement

Several participants focused on the need for libraries to be more involved on a broad policy level. Libraries should position themselves as major players in policy arenas. One metro area participant stated that “libraries need to be seen as integrated in broader societal issues.”

Managing Information Overload

One rural librarian talked about how her staff takes complicated topics and distills them down into short, easy to understand pieces and then shares that information with other small, rural libraries.

External Program Development

A suburban librarian was interested in ways to access programs that are externally developed. The example was having a state issued library card so library staff do not have to take the time to create accounts for non-local users.

Using eBooks with Kids

A few librarians suggested using eBooks for children learning to read. One rural librarian suggested using eBooks with children having challenges with reading and encouraging children to use the eBooks on their long bus rides to and from school.

Programs for Children

One rural librarian pointed out that summer reading groups in her area only meet once a week. To keep children engaged in reading, she feels they need to be meeting multiple times a week. This librarian also emphasized that summer reading programs should target children who do not read since they are the ones who need help the most.

A suburban librarian suggested finding a way to have school media centers open during the summer even for just a few hours a week.

Partnerships

There was much agreement that partnerships and networking need to continue and that they offer great value. Several participants focused on strengthening partnerships between schools and public libraries and between high schools and colleges.

One rural librarian stressed the importance of libraries connecting with external partners like the Minnesota League of Cities and Workforce Development Councils. Libraries need to be proactive in connecting with broader groups.

Plan Emphasis

When participants were asked what they felt was the most important thing to emphasize in the LSTA 2013-2017 Five-Year Plan they provided the following feedback:

“Libraries are an imperative part of the learning process.”

“Access to information is crucial to democracy. Media dominated communications need to be balanced by access to information for users. No library is an island.”

“Fit [the plan] in with community needs.”

“The plan should be connected with a robust economic future. It’s important to put it in the context of how libraries are important to the future of the state.”

“Equity is an important point. There are always gaps. Equity is an interesting theme throughout – spanning geography, infrastructure, diversity of skills and knowing how to use the information.”

“Focus on using grants to feed innovation and creativity in the library world to cope with a constantly changing environment.”

“There are compelling needs in our society that libraries are able to address.”

“Libraries are an important part of the larger whole. Libraries need to be a respected member of a larger coalition.”

“Need assertiveness in the plan.”

“The text in the current plan about needs could be stronger- racial gap, state of the future workforce, quickly changing technology.”

“Keep plan flexible to help all levels of libraries.”

Plan Process Input

Some participants gave feedback directly on the LSTA application process. Most participants felt the grants were important to the library community in how they support innovative projects and allow for experimentation. Participants like that projects can be tried and maybe fail but the library community can learn from them. Keeping the plan as flexible and broad as possible to allow for creativity was important to most participants.

Some participants described challenges in applying for the funds. Some libraries are not able to apply for the funds because they do not have the staff to support LSTA projects. One rural librarian explained that they do not apply for LSTA funds because they struggle to maintain basic services. Her view was that the funds should be used for improving the statewide delivery of library services.

Finally, several comments were received from participants about the outcome-based evaluation requirements. Many participants described the process as burdensome and felt some activities were difficult to measure. It was suggested that a more streamlined process and increased training opportunities would be helpful.

Appendix A

Minnesota 2013-2017 LSTA Five Year Plan Survey

What best describes your location:

- Rural
- Urban
- Suburban

What best describes the type of library or library system at which you work (check all that apply):

- Public library/system
- Public school library
- Academic library
- Special library (not-for-profit law, historical, medical, etc.)

How do your customers (public, students, staff) currently use your library? (check all that apply)

Check out materials

Participate in library programs:

Children's

Teen

Adult or Senior

Other Library Programs _____

Participate in training provided at the library:

General computer

Internet/email use

Database

Job search

Accessing legal or government documents

Searching for medical/health information

Other training:

Use Computers for:

Job search

Social networking and email

Database access

General internet use

Other computer use: _____

What other ways do your customers use your library that are not listed above?

What are the greatest barriers to customers accessing your library? (check all that apply)

Geographic barriers

Library hours

Lack of services/ programs

Language/ cultural barriers

Accessibility (physical or electronic)

Other: _____

What are your library's greatest needs affecting end-users in the next five years? (check all that apply)

Collection/ development

Special/ new populations

Electronic capacity

Electronic resources

Other: _____

What are your library's service priorities in the next five years?

Appendix B

Focus Group and Interview Participants

Focus Group Participants

Council of Regional Public Library System Administrators

- Kathy Fredette
- Ann Hutton
- Mark Ranum
- Jim Wiekum
- Dayle Zelenka

Minitex Policy Advisory Council

- Dan Gjelten
- Cynthia Jordan
- Mary Lukkarila
- Chris Olson
- Mary Parker
- Brooke Roegge
- Becky Ringwelski

MN Multi-County Multi-Type Library Cooperation System Directors

- Kathy Enger
- Patricia Post
- Michael Scott
- Ann Walker Smalley
- Dayle Zelenka

Metropolitan Libraries Service Agency

- Ken Behringer
- Kit Hadley
- Nick Dimassis
- Pat Conley
- Susan Nemitz
- Vanessa Birdsey

Interview List

Interviewee	Organization
Robin Ewing	Minnesota Library Association
Dhaivyd Hilgendorf	MN Educational Media Organization Executive Committee
Barbara Jauquet-Kalinowski	Council of Regional Public Library System Administrators
Tori Jensen	MN Educational Media Organization Executive Committee
Sally Mays	MN Educational Media Organization Executive Committee
Mary Mehsikomer	MN Educational Media Organization Executive Committee
Barbara Misselt	Council of Regional Public Library System Administrators
Marlene Moulton Janssen	Metropolitan Library Service Agency
Wendy Pradt Lougee	Minitex Policy Advisory Council
Marian Ridge	Council of Regional Public Library System Administrators
Joan Roca	Minitex Policy Advisory Council
Kirsty Smith	Council of Regional Public Library System Administrators
Carla Urban	Minnesota Library Association
Jim Weikum/ Shari Fisher	MN Multi-County Multi-Type Library Cooperation System Directors
Peg Werner	Council of Regional Public Library System Administrators

Appendix C

20 U.S.C. §9141- State Grant Priorities

(a) In general

Of the funds provided to a State library administrative agency under section [9123](#) of this title, such agency shall expend, either directly or through subgrants or cooperative agreements, at least 96 percent of such funds for—

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;
2. establishing or enhancing electronic and other linkages and improved coordination among and between libraries and entities, as described in section [9134\(b\)\(6\)](#)ⁱ of this title, for the purpose of improving the quality of and access to library and information services;
3. **(A)**providing training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and **(B)**enhancing efforts to recruit future professionals to the field of library and information services;
4. developing public and private partnerships with other agencies and community-based organizations;
5. targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills;
6. targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section [9902\(2\)](#) of title [42](#)) applicable to a family of the size involved;
7. developing library services that provide all users access to information through local, State, regional, national, and international collaborations and networks; and
8. carrying out other activities consistent with the purposes set forth in section [9121](#)ⁱⁱ of this title, as described in the State library administrative agency's plan.

ⁱ **20 U.S.C. § 9134(b)(6)** describe how the State library administrative agency will work with other State agencies and offices where appropriate to coordinate resources, programs, and activities and leverage, but not replace, the Federal and State investment in—

(A) elementary and secondary education, including coordination with the activities within the State that are supported by a grant under section 6383 of this title;

(B) early childhood education, including coordination with—

(i) the State's activities carried out under subsections (b)(4) and (e)(1) of section 9837 of title 42; and

(ii) the activities described in the State's strategic plan in accordance with section 9837b(a)(4)(B)(i) of title 42;

(C) workforce development, including coordination with—

(i) the activities carried out by the State workforce investment board under section 2821(d) of title 29; and

(ii) the State's one-stop delivery system established under section 2864(c) of title 29; and

(D) other Federal programs and activities that relate to library services, including economic and community development and health information;

ⁱⁱ **20 U.S.C. § 9121. Purpose**

1. to enhance coordination among Federal programs that relate to library and information services;
2. to promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
3. to facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;
4. to encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public;
5. to promote literacy, education, and lifelong learning and to enhance and expand the services and resources provided by libraries, including those services and resources relating to workforce development, 21st century skills, and digital literacy skills;
6. to enhance the skills of the current library workforce and to recruit future professionals to the field of library and information services;
7. to ensure the preservation of knowledge and library collections in all formats and to enable libraries to serve their communities during disasters;
8. to enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation; and
9. to promote library services that provide users with access to information through national, State, local, regional, and international collaborations and networks.