

**V. FEDERAL FUND**

**B.1 Program – LSTA 5-Year Plan, FY2018-2022**

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This plan reflects a change in format and terminology but not in focus. It continues to address Idaho library needs described in terms of the Commission’s mission and identified state priorities:

- Building the capacity of libraries to better serve their communities,
- Increasing college and career readiness of Idahoans,
- Working toward equitable access to information and library services for all Idahoans, and
- Furthering economic and employment development.

The plan provides flexibility to manage and improve current programs and, at the same time strategically positions the Commission to take advantage of opportunities that might appear. This plan reflects the Commission’s intent to support current and traditional services important to the people of Idaho while keeping an eye on future trends to enhance information access and services in the 21<sup>st</sup> Century.

The plan is to be submitted to the Institute of Museum and Library Services (IMLS) by June 30.

**Suggested motion:** I move that the mission and goals of the draft FY2018-2022 5-year LSTA plan as described in Board Document 17-60 be approved.

MSC \_\_\_\_\_

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**DRAFT**

**LIBRARY SERVICES AND TECHNOLOGY ACT  
IDAHO STATE PLAN  
2018-2022**

**INTRODUCTION**

The Idaho Commission for Libraries' work revolves around library development. We work with the library directors, staff, and trustees of Idaho's publicly-funded libraries to provide library services that meet the changing information needs of Idaho's citizens. Unless otherwise specified, the five-year plan applies to all types of libraries.

**MISSION**

The Idaho Commission for Libraries assists libraries to build the capacity to better serve their communities.

**NEEDS ASSESSMENT**

The independent evaluation of Idaho's implementation of the 2013-2017 LSTA plan, conducted by Carsten Block and Himmel and Wilson Consultants ([LSTA evaluation](#)), provided valuable information in developing the 2018-2022 LSTA plan. This independent study showed that overall the Commission met the goals and achieved the targets as outlined in the plan. The independent consultants conducted five focus group sessions, 20 one-on-one interviews with Commission development staff and library directors from all regions of the state, and surveyed library staff using an online survey tool. The consultants also provided recommendations, in addition to those gleaned from the above mentioned feedback, that were used in creating this plan.

Each program area at the Commission seeks feedback on a regular basis to improve programs. Most of the program consultants have strategic annual plans that tie into the LSTA five-year plan. The Read to Me program, for example, conducted "Town Hall" meetings with library staff throughout the state and online in 2016 and used that information to inform their strategic planning. The Talking Book Service contracted with a telephone polling service to solicit feedback from over 2,600 patrons in 2017 and are using that data, along with work done on a

regular basis with the Talking Book Service Advisory Committee, to fine-tune their annual planning. See Appendix C for a summary of that survey.

The Commission’s foremost source of information about the needs for information and library services for the citizens of Idaho is the Idaho library community. The Commission development staff has ongoing interaction with library directors, staff, and governing boards during site visits, training sessions, and regional or consortia meetings. This informal input and feedback is also integrated into our discussions and planning.

All advisory groups and development staff were asked to participate in creating this plan. As in everything they do, we requested advisory group members to take a statewide perspective for the exercises. Advisory groups that were part of the planning processing included the Talking Book Services Advisory Committee, Special Projects Library Action Team, Library Leadership Advisory Committee, and the LiLI Steering Committee. These groups incorporate evaluation and planning as part of their ongoing missions, but were asked to provide feedback and ideas based on the LSTA focal areas.

Each LSTA-funded program requires annual evaluations and reviews of the evaluation data to determine if the programs are meeting their intended needs and so improvements can be made. As part of continuous improvement and results-based management, the Commission has also contracted with independent evaluator and Boise State University literacy instructor Dr. Roger Stewart to conduct research and evaluation studies every year since 2009. Examples of evaluation research for the Read to Me early literacy program and school library development programs, for example, can be found at <http://libraries.idaho.gov/page/read-to-me-resources#evaluation>. These results are not only shared among ICfL staff, but in many cases shared with colleagues in other state library agencies.

As a result of the needs assessment, this plan strengthens current successful initiatives and moves us in new directions that will support the role of libraries in addressing four goals, including two that focus on crucial state and community priority areas.

Goal 1: Build the institutional capacity of libraries to better serve their communities, is further supported by data from the FY2015 Idaho Public Library Statistics (add link). The following chart shows the gap in libraries who have ALA-MLS librarians on staff vs. those who have none.

<b>Library Size</b>	<b># of libraries in that category</b>	<b>Number without ALA-MLS staff</b>	<b>Percentage without ALA-MLS</b>
Over 10,000	29	10	34%
5,001 - 10,000	16	14	89%

2,501 - 5,000	16	13	81%
1,000 – 2,500	21	21	100%
Under 1,000	21	19	90%
<b>Totals</b>	<b>103</b>	<b>77</b>	<b>75%</b>

While many library directors and other staff without MLS degrees have received some training in library practices, many in smaller libraries are new to the profession and appreciate the variety of continuing education options and consulting services available through the Commission. Those needs have also been identified and rank high for Idaho’s school library personnel. Surveys and work in the field show approximately 99 percent of elementary school library staff are noncertified paraprofessionals, often without access to a district school library coordinator to help with professional development and planning for the needs of students and teachers. The Commission’s School Library Consultant creates an annual training plan that builds on previous training while providing basic library skills for those new to school libraries each year. She has also worked to provide train-the-trainer models for district coordinators.

*(Sources for Goal 1: Public Library Statistics FY 2015)*

Goal 2: Support the role of libraries in preparing Idahoans to be college and career ready, addresses one of the state’s most pressing needs. In 2010, the Idaho State Board of Education set a goal that 60 percent of Idaho citizens between the ages of 25 and 34 would have a postsecondary degree or certificate by the year 2020. The Idaho Commission for Libraries and the Idaho library community immediately joined countless businesses, agencies, and other organizations who have worked toward this statewide goal. Reaching the 60 percent goal will require focused effort, investment, and improvement at all levels of our education system and libraries should be recognized for the role they are playing in helping ensure more children enter kindergarten with early literacy skills, in providing positive learning experiences for students during the summer and other out-of-school time, and the role they play in supporting student learning through library resources and the guidance of trained librarians. Use of Idaho public libraries has never been higher. In fiscal year 2015, there were more than 8.6 million visits to Idaho public libraries. In fiscal year 2014, Idaho libraries had the 5<sup>th</sup> highest per capita circulation of children’s materials and attendance of children’s programs in the nation. Attendance at young adult programs ranked 7<sup>th</sup> in the nation, per capita, and has increased 139 percent in the past five years. Many credit the increased use by teens to the LSTA-funded “Make It at the Library” program, which launched five years ago.

While there are many positive indicators, there is still much work to be done. Idaho lags behind the rest of the country on several key educational markers:

- Idaho ranks 50<sup>th</sup> in the proportion of students who graduate from high school on time and go directly to college and 49<sup>th</sup> in per-student spending.
- More than 7 in 10 students (77%) attend schools receiving Title 1 funds.
- Since 1993, the Hispanic student population in Idaho has more than doubled, from 16,697 students to 48,855 in 2014.
- The recent increase in the Hispanic population matters because a large achievement gap exists between Hispanic students and non-Hispanic students and between low-income students and higher-income students.
- In reading and math, more than 6 in 10 of Idaho 4<sup>th</sup> and 8<sup>th</sup> graders have not reached the level of “proficient,” as defined by the National Assessment of Educational Progress (NAEP).
- Idaho’s high school graduation rate now stands at 78.9 percent, ranking below the national average of 83.2 percent.
- Idaho is one of six states that provide no state funding for preschool or any other early education programs.
- Idaho school districts are not required to offer kindergarten programs, nor are children required to attend kindergarten. The compulsory starting age for education in Idaho is seven years old.
- Only 35 percent of three- and four-year-old children in Idaho are enrolled in some form of preschool or enriched day care. The national average is 47 percent.
- In the fall of 2013, only 54 percent of Idaho kindergarteners were ready to read upon entering school based on the Idaho Reading Indicator scores. Fewer than half (45%) of low-income kindergarteners and fewer than one-third (29%) of Hispanic kindergarteners were ready to read when entering kindergarten.

*(Sources for Goal 2: Idaho State Board of Education; Public Library Statistics FY 2015; Public Library Survey Data, 2014, Institute of Museum and Library Services, Idaho Education Field Guide, 2015; Idaho Statesman and Idaho Education News reports 2015-2016)*

Goal 3: Ensure equitable access to information and library services for Idahoans with disabilities, those in rural communities, English-language learners, people living in poverty, and other underserved communities, addresses the challenges of providing access to all Idahoans by removing barriers to information. Many of the statistics cited in the second goal are tied to the large number of Idahoans who are living in poverty. Nearly half (49%) of all K-12 students were eligible for free or reduced lunch in 2015. Idaho’s mountainous and vast area make communication, traveling, and increasing access to broadband connectivity a challenge. About 11 percent of Idaho students are classified as special education students. Idaho’s growing aging and Hispanic populations are factors to take into consideration when planning as well.

If information becomes available only in certain areas or only to those who can afford it, our economy and the basic foundations of our democracy as well as each individual’s quality of life

are at risk. The LSTA five-year plan helps address some of the barriers that are currently limiting access for all Idahoans.

*(Sources for Goal 3: Idaho State Department of Education)*

Goal 4: Support the role of libraries in economic and employment development, is a relatively new area of focus for the Commission and one that ties into our support of Idaho's education system and goal #2. While Idaho's unemployment rate is relatively low right now, many Idahoans struggle to find employment and often turn to their local library staff to help apply for jobs online, get help preparing resumes, and locate job postings. In the long-term, if we don't have more students pursue post-secondary education options, Idaho will have an under-supply of educated workers. Studies show at least 60 percent of jobs nationwide will require a post-secondary credential in the years ahead. The lack of qualified workers in Idaho may cause businesses to stagnate or leave the state in search of a better educated workforce and keep a downward pressure on wages. Additional supporting data to support this goal includes:

- Through 2024, the Idaho Department of Labor forecasts total employment growth to be on track to exceed labor force growth by 49,000 people. Idaho's rural counties tend to be hit hardest.
- Total employment in Idaho's urban counties grew more than twice as fast as the population of the state's rural counties. According to the Idaho Department of Labor, from January 2006 to December 2016, total employment in rural counties grew by 10,824 – just under five percent, while urban counties increased their total employment by 49,943, or 10.6 percent.
- In 2016, Idaho had 21,000 people making minimum wage or less, representing about 4.6 percent of all hourly wage earners in the state. The nationwide average is 3.3 percent and Idaho ranks the ninth highest in the nation. Of those Idahoans making the minimum wage or less in 2015, 61 percent were women.
- Idaho Business for Education (IBE) conducted a survey of 466 employers in 2015. The survey showed Idaho's business leaders say about 43 percent of workers will need to have bachelor's degrees or advanced degrees by 2018.
- The top three emerging degree areas for Idaho employers are computer science/technology, business and economics, and engineering.

The work ICfL staff have done partnering with the Idaho Department of Labor in recent years, has laid the groundwork for libraries to begin to formalize plans to support economic and employment development.

*(Sources for Goal 4: Idaho State Board of Education, 2014; Idaho Department of Labor presentation, 2017; Idaho Education Field Guide, 2015)*

## GOALS / PROJECTS / ACTIVITIES

The following goals, programs, and activities build on the capacity-building work the Idaho Commission for Libraries is known for and are based on extensive and ongoing needs assessment and continuous improvement processes. Goals, programs, and activities are listed in priority order.

### **Goal 1. Build the institutional capacity of libraries to better serve their communities.**

- Project 1: Improve the library workforce
  - Activity 1.1: Develop continuing education programs for library staff & trustees.
  - Activity 1.2: Provide consulting services for public library staff. (Maintenance of Effort for LSTA funded with state funds, a.k.a. MOE)
  - Activity 1.3: Facilitate leadership development opportunities for library staff and trustees (via LiLAC, SPLAT and other hands-on leadership-building techniques).
  
- Project 2: Improve the libraries' physical and technological infrastructure
  - Activity 2.1: Provide broadband consulting and e-rate support.
  
- Project 3: Improve library operations
  - Activity 3.1: Support Share Idaho, Idaho's interlibrary loan service.
  - Activity 3.2: Collect and share Idaho library statistics.
  - Activity 3.3: Support Volunteer Match and volunteer capacity-building training.
  - Activity 3.4: Support adult turnkey programs (i.e. Let's Talk About It, Financial Literacy programs).

*(Focal Area = Institutional Capacity)*

Outcomes for Goal 1 include:

- 80 percent of library staff and trustees participating in continuing education programs will indicate they gained knowledge or skills that will improve library operations.
- 90 percent members of leadership groups (LiLAC and SPLAT) will indicate their leadership skills improved as a result of their participation on these groups.
- The number of libraries with improved access to broadband will increase annually.
- The number of libraries participating in LSTA-funded adult turnkey programs will increase annually.

### **Goal 2. Support the role of libraries in preparing Idahoans to be college and career ready.**

- Project 1: Improve users' formal education

- Activity 1.1: Provide consulting and training opportunities to school library staff. (MOE)
- Activity 1.2: Provide School Library Access mini-grants to elementary school libraries. (MOE)
- Project 2: Improve users' general knowledge and skills
  - Activity 2.1: Support Read to Me early literacy turnkey programs.
  - Activity 2.2: Minimize the summer slide by supporting library summer learning programs.
  - Activity 2.3: Support Make It at the Library and other out-of-school programs and training.
  - Activity 2.4: Develop and deliver library programs that support 21<sup>st</sup> Century learning skills (i.e. digital, financial, information literacy, etc.)
  - Activity 2.5: Develop and support turnkey programs aimed at beginning readers through young adults.

*(Focal Area = Lifelong Learning)*

- Project 3: Improve users' ability to discover information resources
  - Activity 3.1: Develop promotional efforts to publicize LiLI Databases and other information resources.
  - Activity 3.2: Develop partnerships with other agencies and organizations to coordinate and leverage college and career ready programs and services and reach more Idahoans.
- Project 4: Improve users' ability to obtain and/or use information resources
  - Activity 4.1: Support the LiLI Databases and training efforts.
  - Activity 4.2: Support access to eBooks through statewide contracts and promote access to Open eBooks.

*(Focal Area = Information Access)*

Outcomes for Goal 2 include:

- Increased numbers of families will participate in library early literacy programs.
- Increased number of youth will participate in Make It at the Library programs.
- Increased number of library programs that support 21<sup>st</sup> Century learning skills.
- Increased use of LiLI Databases
- Increased use of eBooks and Open eBooks.

**Goal 3: Ensure equitable access to information and library services for Idahoans with disabilities, those in rural communities, English-language learners, people living in poverty, and other underserved communities.**

- Project 1: Improve users' general knowledge and skills
  - Activity 1.1: Improve access to Talking Book Services for those who aren't able to read standard print.
  - Activity 1.2: Support outreach services (particularly Read to Me & Summer Reading) for those who face barriers getting to libraries.
  - Activity 1.3: Develop partnerships with other agencies and organizations to coordinate and leverage programs and services and reach more underserved Idahoans.

*(Focal Area = Lifelong Learning)*

Outcomes for Goal 3 include:

- Increased number of Idahoans registering for Talking Book Services.
- Increased number of youth participating in library outreach programs.

**Goal 4: Support the role of libraries in economic and employment development.**

- Project 1: Improve users' ability to use resources and apply information for employment support
  - Activity 1.1: Initiate and cultivate partnerships with Department of Labor and other organizations to develop plans for better employment support via libraries.
- Project 2: Improve users' ability to use and apply business resources
  - Activity 2.1: Provide continuing education opportunities for library staff focused on economic and employment resources and programs.
  - Activity 2.2: Launch a library-focused outreach effort to connect the Idaho business community with local library resources.

*(Focal Area = Economic and Employment Development)*

Outcomes for Goal 4 include:

- 80 percent of library staff attending continuing education programs focused on this topic will report they are better prepared to facilitate access to economic and employment resources.
- Increased number of businesses will be aware of library resources.

## **TIMELINE**

This plan was intended to support the Idaho library community over the next five years and is supported with annual project plans. Each goal area and project will be addressed each year. Each year we will review all funded projects and evaluate progress in each of the goal areas and programs based on the evaluation plan.

## **EVALUATION PLAN**

The Idaho Commission for Libraries will continue to use a combination of techniques to evaluate the success of the activities in meeting our goals and project priorities:

- Evaluate all projects that include public and library staff instruction or content creation and planning and evaluation using outcomes-based assessment questions built into the IMLS State Program Report.
- Monitor activities of the state-administered programs and sub-grant projects. Commission projects are evaluated by an appropriate method chosen by the lead consultant. Sub-grant projects are evaluated through interim and final narrative and financial reports.
- Conduct surveys or assessments as needed.
- Incorporate outcome-based evaluation into appropriate projects.
- Conduct an outside evaluation of the five-year plan based upon IMLS evaluation guidelines.