

V. FEDERAL FUND

B.1 Program – FY2018-22 State Plan – Information Item

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**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 Carsen Block and Himmel and Wilson Consultants, 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 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 lead at the Commission seeks feedback on a regular basis to improve programs. Most of the program consultants have 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 annual 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 A: TBS Patron Survey Summary* for a narrative summation of the survey results.

The Commission’s foremost source of information about the need 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 take a statewide perspective for the exercises. Advisory groups that were part of the planning included the Talking Book Service 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 an annual evaluation and review 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](#). The following chart shows the gap in public libraries between those with ALA-MLS librarians on staff vs. those without.

Public Library Size	# of libraries in that category	Number without ALA-MLS staff	Percentage without ALA-MLS
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%

Totals	103	77	75%
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While many public library directors and other staff without MLS degrees have received some training in library practices, many in smaller public 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.

Idaho’s access to broadband Internet is not keeping up with demand, especially in rural communities. According to content delivery network Akamai’s latest State of the Internet Report, Idaho had the slowest Internet connection speeds in the nation with an average speed of 12.0 Mbps, less than half that of the fastest state of Delaware with an average speed of 25.2 Mbps. The Commission was able to hire its first full-time Broadband Consultant in FY2017 and have already begun seeing that pay off in terms of consulting services for E-rate and the Education Opportunity Resource Act (EOR), and in assisting smaller public libraries with technology planning.

*(Sources for Goal 1: Public Library Statistics FY 2015, [Akamai’s State of the Internet Report](#), June 2016.)*

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 are working toward this statewide goal. Reaching the 60 percent goal will require focused effort, investment, and improvement at all levels of our education system. Idaho libraries should be recognized for the role they play to 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 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, increasing 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 seven 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: Ensuring 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. In 2016–2017, 10.5 percent of Idaho students were receiving special education services.

Idaho's population is growing at a rapid pace. The state's population increased by a million people in the past 50 years and continues to outpace the U.S. growth rate. A new forecasting model developed by the Idaho Department of Labor suggests Idaho's population will grow at three times the national rate between now and 2025 – and nearly all the new residents will be retirees moving to the state. The forecasting model predicts that Idaho's population will grow 15.3 percent from 2015 to 2025, reaching 1.9 million. The model also suggests an increasing urbanization trend in Idaho, with more than two-thirds of the population growth expected to occur in Ada, Canyon, and Kootenai Counties. By 2025, it shows the share of Idaho's population living in urban counties increasing from 70.6 percent to 74.3 percent.

According to the 2017 "[Hispanic Profile Data Book for Idaho](#)" published by the Idaho Commission on Hispanic Affairs, Idaho Hispanics make up 12 percent of Idaho's population and 18 percent of K–12 public school students. Hispanics accounted for 30 percent of the state's population growth between 2010 and 2015 and 42% of K–12 public school enrollment growth between the 2010–11 and 2015–16 school years. In terms of education, Idaho Hispanic students are less proficient in basic subjects and less prepared for college and career than non-Hispanics, based on standardized test scores. Students in the English Learner program score the lowest on standardized tests. Compared to non-Hispanics, Hispanics in Idaho have higher unemployment and poverty rates. They also have lower average annual wages and household income.

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 is at risk. This plan helps address some of the barriers that are currently limiting access for all Idahoans.

*(Sources for Goal 3: Idaho State Department of Education, Idaho Department of Labor via [Spokesman Review article](#), and Idaho Commission on Hispanic Affairs)*

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 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. Additional information and activity descriptions can be found in *Appendix B: Project and Activity Descriptions*.

### **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 ShareIdaho resource sharing.
  - 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)*

Key outcomes for Goal 1 include:

- 80 percent of library staff and trustees participating in continuing education programs will indicate they have made changes in library procedures or services as a result of training activities annually.
- 90 percent of the members of leadership groups (LiLAC and SPLAT) will indicate their leadership skills improved as a result of their participation on these groups annually.
- The number of libraries with improved access to broadband will increase annually.
- The number of libraries participating in ShareIdaho will be maintained or increase annually.
- Idaho library statistics will be published and at least one continuing education activity will focus on using statistics annually.

- The number of public libraries using volunteers to support their programs increases annually.
- The number of libraries and attendees of adult programs increases 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: Utilize state funds via mini-grants to support student learning. (MOE)
- Project 2: Improve users' general knowledge and skills
  - Activity 2.1: Support Read to Me early literacy and learning turnkey programs.
  - Activity 2.2: Minimize the summer slide by supporting library summer reading 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 online books through statewide contracts and promote access to Open eBooks.

*(Focal Area = Information Access)*

Key outcomes for Goal 2 include:

- The number of school libraries reporting positive changes to their procedures and services as a result of consulting and training offered by ICfL will increase annually
- The number of libraries and attendees participating in library early literacy and learning programs will be maintained or increase annually.
- The number of youth participating in library summer reading programs will increase annually.
- The number of libraries and attendees participating in Makelt at the Library programs will be maintained or increase annually.
- The number of libraries and attendees participating in 21<sup>st</sup> Century learning programs will increase annually.
- The use of LiLI Databases will increase annually.
- Increase the knowledge among state and local partners of the resources libraries offer to support college and career readiness.
- The use of online books and Open eBooks will increase annually.

**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)*

Key outcomes for Goal 3 include:

- The number of Idahoans registering for Talking Book Services will increase annually.
- The number of libraries and youth participating in library outreach programs will be maintained or increase annually.
- The number of statewide partners who can help libraries read and serve more underserved Idahoans will be maintained or increase.

**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, Department of Corrections, Idaho Rural Partnership, University of Idaho Extension Service, 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:

- Increase the number of partners who have increased knowledge of library resources aimed at economic and employment development.
- 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.
- A minimum of 20 libraries will implement outreach plans to connect to the Idaho business community by 2021.

## COORDINATION EFFORTS

Coordination efforts between the goals, the IMLS focal areas, and the corresponding intents are illustrated in *Appendix C: Crosswalk/Guide to Evaluation*.

## 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.