

**The State of Minnesota**

**LSTA Five-Year Plan**  
**2003 – 2007**

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**Submitted By:**  
**Minnesota Department of Children, Families & Learning**  
**1500 Highway 36 West**  
**Roseville, MN 55113-4266**  
**PH: 651-582-8722 FAX: 651-582-8897**

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## Mission

*Working together, the Division of Information Technology and Library Development & Services and Minnesota libraries deliver learning, information and recreational resources to meet the individual, social and organizational needs of the people they serve.*

## Introduction

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

The LSTA grant program is only one funding mechanism that supports Minnesota libraries in their efforts to deliver critical services to a population with diverse and sophisticated library needs. However, it is an essential program to each and every library in Minnesota. Our state, cities and counties have faced budget cuts in recent years that have had an immediate impact on libraries and library service from many perspectives. At the same time, libraries have to adapt to continue to meet the needs of a growing aging population, an increase in the number of individuals with limited English proficiency, and the many children living in poverty from birth to 17 years of age. In addition, access to adequate technology, delivery systems, efficient interlibrary loan programs and training continues to be a challenge for many libraries throughout the state. The LSTA grant program represents a welcome funding opportunity for Minnesota's libraries in these challenging times.

The Minnesota state library structure is facing challenging times. For instance, the state's population is growing in diversity and is aging, and technology continues to evolve at a rapid pace. These factors have contributed to additional pressures on libraries in an era of tight budgets. In recent months, the library community has been focused on a "Next Steps" process that has examined the state library structure. One of the outcomes of the Next Steps process will be the creation of a statewide plan for libraries. Once the statewide plan has been drafted, the Department of Children, Families & Learning will be creating a support plan to provide services at the state level to implement the statewide plan, given available resources.

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

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

1. Programs that make library resources more accessible to urban and rural localities, to low-income residents, and to others who have difficulty using library services; and,
2. Activities using technology for information sharing among libraries and between libraries and other communities.

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

With IMLS recommendations as giving direction, and building on the needs of end-users who have difficulty using library services identified through a variety of assessments, this 2003-2007 LSTA Plan focuses on two areas of need:

- Meeting the informational and recreational needs of four underserved populations
  1. Seniors
  2. Individuals with limited English proficiency
  3. Minnesotans with disabilities
  4. Children living in poverty (ages 0-17)
- Providing capacity-building statewide initiatives and services that build the ability of Minnesota’s libraries to provide the best services for these populations and all Minnesota residents.

The intent of this Five-Year Plan is to fund “doable” projects that will meet specific measurable needs within these goal areas. Successful applicants will establish benchmarks in order to show what impact the project had on end-users. However, while measurement and evaluation will be key elements of funded projects, applicants will not be penalized for “poor” results if funded projects establish need, set benchmarks, measure progress toward goals and show what works, and what does not work.

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

It is important to view this Five-Year Plan as an ongoing process. IMLS will continue to advise the Division of Information Technology and Library Development & Services throughout the Plan cycle. In addition, the Plan will be reviewed annually by the Department of Children, Families & Learning, with input from the library community and advice from the Minnesota Library Council, and will be revised accordingly.

## Need

### NEED 1: Services for the Underserved

*To improve the lives of underserved senior citizens, individuals with limited English proficiency, individuals with disabilities and children living in poverty (birth-17) by providing them with access to global information resources and high quality library programs that will fulfill their individual needs*

#### LSTA PURPOSE

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 (LSTA Purpose 6.)

#### Goal 1A – Target Programming for Seniors

**Provide underserved seniors ages 55+ with targeted library services that improve their quality of life.**

#### SUMMARY NEEDS ASSESSMENT

Minnesota has a large population of seniors, with people aged 55 and older representing 20% of Minnesota's population. However, the senior population is not evenly distributed across the state. While some Minnesota counties are experiencing declines in their senior populations, others are seeing dramatic increases (e.g. Anoka County is expected to see an increase in the 65+ population of 288% before 2020.) The Twin Cities area of Minneapolis and St. Paul and surrounding communities, in particular, has a growing high density of minority and immigrant seniors that might be especially vulnerable. These populations historically have difficulty accessing or using libraries, have a relatively low rate of technology mastery, and often need special programs to reach and teach them to take advantage of library resources to improve their quality of life.

#### PROGRAMS

1. Conduct needs assessments for the target population. *Timeline: 2003-2005*
2. Support efforts specific to community needs to bring traditional library services to underserved seniors, or underserved seniors to the library. These efforts might include: bookmobile service; transportation assistance; on site-programs in facilities such as nursing homes, congregate dining, retirement communities, public housing, etc.; mobile technology labs; technology skills and other training; etc. *Timeline: 2003-2007*
3. Create and support model programs in partnership with other community organizations and agencies that provide services needed by seniors. These might include information and programming in areas such as employment, social services, retirement/pension, caregiving, health care, long-term care, taxes, legal system, etc. *Timeline: 2003-2007*
4. Promote library services available to seniors, including services offered by the Minnesota Library for the Blind and Physically Handicapped; develop and implement marketing plans. This could include

promoting services to organizations that serve seniors, to seniors themselves, to caregivers that have an interest in senior services, etc. *Timeline: 2003-2007*

### **OUTPUT TARGETS**

Traditional output measurement of programs and services will be utilized including numbers of seniors served, number and type of programs implemented, amount and type of technology/resources purchased, number of staff trained and level of staff training, quantity and types of marketing campaigns utilized, etc.

### **OUTCOME TARGETS**

- At least 50% of seniors will report they increased their use of library programs and services during the program period; 25% of these will be new library users. (Survey of users at program completion)
- At least 50% of seniors will indicate that they improved their skills and knowledge in accessing information important to them. (Survey of users at program completion)
- At least 60% of seniors participating in model programs will report that the programs “meet” or “exceed” their expectations and needs. (Survey of users at program completion)
- At least 35% of seniors who use library services will demonstrate self-sufficiency in using the Internet and other informational resources during the program period. (Staff observation and patron self-reporting to staff)
- Every participating community agency will indicate that partnerships with local libraries improved their senior clients’ abilities to access needed information, programs and services. (Survey of partnering agencies at program completion)
- At least 75% of trained staff will indicate increased proficiency in understanding and supporting the needs of underserved seniors, and indicate a willingness to approach and assist seniors. (Pre-and post-survey)
- At least 50% of respondents will indicate that they are “aware” or “very aware” of library services offered for seniors. (Random survey and/or focus of individuals in or associated with the target audience at conclusion of promotion/marketing activities)

## **Goal 1B – Target Programming for Individuals with Limited English Proficiency**

**Reduce barriers that inhibit individuals who do not speak English as their primary language from making full use of library services, build programs targeted towards these individuals, and promote joint participation in library programs by individuals from varied cultural/ethnic/racial backgrounds.**

### **SUMMARY NEEDS ASSESSMENT**

The number of individuals who do not speak English as their primary language, or do not speak English at all, is growing throughout the state. It is estimated that there are 200,000 immigrants in need of literacy services in Minnesota. Minnesota schoolchildren speak 71 different languages at home. While the Latino/Hispanic/Spanish population is the fastest growing group in need of literacy services, Asian and African groups in particular are also showing increased needs in this area. This increase in individuals who do not primarily use the English language has created a challenge for Minnesota libraries not only to provide different types of services to newer customers – but also to help their current customers adjust to seeing new faces, hearing new voices, and becoming accustomed to enriching similarities and differences between themselves and their new neighbors.

1. Conduct needs assessments; develop, implement and evaluate programs to serve individuals with limited English proficiency. Priority will be given to programs that build partnerships between libraries and community agencies that serve this population. Programs might include building collections for non-English speaking individuals of all ages, developing services to increase the ability of patrons to speak English, multicultural training for staff, training for staff on programming for non-English speaking individuals, outreach programs, technology-driven programming, development of family literacy programs, recruitment of cultural/ethnic/racially diverse staff, etc. *Timeline: 2003-2007*
2. Implement strategies to help all library patrons learn about the cultural needs, expectations and customs of minority and immigrant populations to increase awareness and contribute a sense of shared community; conduct programs serving all library customers that encourage integration and simultaneous participation in library services. This could include multicultural programs highlighting community diversity; multilingual story times; special displays; featured multicultural author series; etc. *Timeline: 2003-2007*
3. Promote library services available to individuals who do not speak English as a primary language; develop and implement marketing plans. This could include promoting services to organizations that serve this population, to non-English speaking individuals themselves, etc. *Timeline: 2003-2007*

### **OUTPUT TARGETS**

Traditional output measurement of programs and services will be utilized including number of individuals served, number and type of programs implemented, amount and type of technology/resources purchased, number of staff trained and level of staff training, quantity and types of marketing campaigns utilized, etc.

### **OUTCOME TARGETS**

- At least 50% of individuals from target populations surveyed will report that the library is a “good” or “excellent” source of information, resources and services specific to their individual needs. (Survey of users at program completion)

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- Every participating community agency will indicate that partnerships with local libraries improved the ability of their clients with limited English proficiency to access needed information, programs and services. (Survey of partnering agencies at program completion)
  - At least 50% of patrons will perceive libraries as culturally-blended gathering places that serve the needs of *all* customers at the end of the program period. (Survey of patrons at program completion)
  - Individuals with limited English proficiency will increasingly rely on librarians as a source of information and assistance in meeting their needs. (Staff observation and patron self-reporting to staff)
  - At least 75% of trained staff will indicate increased ability to understand and support library customers with cultural needs and differences. (Pre-and post-survey)
  - At least 50% of respondents will indicate that they are “aware” or “very aware” of library services offered for individuals with limited proficiency. (Random survey and/or focus of individuals in or associated with the target audience at conclusion of promotion/marketing activities)

## **Goal 1C – Target Programming to Individuals with Disabilities**

**Individuals with disabilities will have access to quality library services designed to meet their individual needs.**

### **SUMMARY NEEDS ASSESSMENT**

Individuals with disabilities experience special concerns in Minnesota. More than 20% of adults with disabilities have not completed high school, significantly higher than the average for all adults in Minnesota. The gap is even wider for adults who describe themselves as having severe disabilities. As a group, individuals with disabilities have the lowest rate of employment and the lowest levels of earning. The senior population and communities of color have the highest rates of disability. Access to library services for people with disabilities is sporadic across the state. Yet, current library services for this population are underutilized (the Minnesota Library for the Blind and Physically Handicapped currently serves only 16% of individuals eligible for service.)

### **PROGRAMS**

1. Conduct needs assessments; develop, implement and evaluate programs to serve individuals with disabilities. Priority will be given to programs that build partnerships between libraries and community agencies that serve this population. Programs could focus on the acquisition of products, services and training to assist customers with disabilities in their use of library services. This would include purchase of assistive devices/equipment/software, staff training on these products, specialized signage, document conversion, sign language interpreting, purchase of captioned videos, purchase of alternative print formats, etc. *Timeline: 2003-2007*
2. Provide staff training on identification of disabilities (including “hidden” disabilities) that inhibit patrons from taking full advantage of library services, possible accommodations, and ways of providing assistance. *Timeline: 2003-2007*
3. Facilitate and promote the adoption of ADA web-compliant web pages for libraries. *Timeline: 2003-2007*
4. Promote library services available for individuals with disabilities; develop and implement marketing plans. This could include promoting services to organizations that serve this population, to individuals with disabilities and their caregivers, etc. *Timeline: 2003-2007*

### **OUTPUT TARGETS**

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

### **OUTCOME TARGETS**

- At least 50% of patrons with disabilities will indicate that their awareness of the library and its services is “somewhat high” or “very high” and that the library does a “good” or “excellent” job at meeting their needs. (Survey at program completion)

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- At least 75% of trained staff will indicate increased comfort in using and instructing others in the use of adaptive technology, and will indicate an increased willingness to approach individuals with disabilities to offer assistance. (Pre- and post-survey)
  - Every participating community agency will indicate that partnerships with local libraries have improved the ability of their clients with disabilities to access needed information, programs and services. (Survey of agencies at program completion)
  - At least 50% of respondents will indicate that they are “aware” or “very aware” of library services offered for individuals with disabilities. (Random survey and/or focus of individuals in or associated with the target audience at conclusion of promotion/marketing activities)

## **Goal 1D – Target Programming to Children Living in Poverty (0-17)**

**Improve reading skills and ongoing information literacy of children ages 0-17 living in poverty by delivering targeted library resources and services.**

### **SUMMARY NEEDS ASSESSMENT**

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

### **PROGRAMS**

1. Conduct needs assessments for the target population. *Timeline: 2003-2007*
2. Develop model partnerships to encourage early reading and ongoing information literacy. This could include partnerships between all types of libraries, partnerships between schools, libraries, and community organizations, etc. *Timeline: 2003-2007*
3. Expand the statewide summer reading program. This could include special outreach to children living in poverty, assisting schools in developing programming in connection with the summer reading program, etc. *Timeline: 2003-2007*
4. Conduct targeted pre-teen and teen outreach programs to increase their use and understanding of library resources. These programs could include staff training on developmental levels of youth; book clubs; working with schools and other agencies that serve at-risk youth to develop after school and other programs such as “Homework Helpers,” etc. *Timeline: 2003-2007*
5. Develop early reading initiatives reaching children ages 0-5 and their families and caregivers. These initiatives could include staff training on developmental levels of children; working with state agencies to assist day care providers in providing early reading experiences; family story hours; bilingual book collections; collaboration with medical providers to emphasize early reading; etc. *Timeline: 2003-2007*
6. Promote library services available for children ages 0-17; develop and implement marketing plans. This could include promoting services to: organizations that serve this population, families, child care providers, grandparents, the general community, etc. *Timeline: 2003-2007*

### **OUTPUT TARGETS**

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

**OUTCOME TARGETS**

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

## NEED 2: Capacity Building

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

### LSTA PURPOSE

- Establishing or enhancing electronic linkages among or between libraries (LSTA Purpose 1)
- Electronically linking libraries with education, social, or information services (LSTA Purpose 2)
- Assisting libraries in accessing information through electronic networks (LSTA Purpose 3)
- Encouraging libraries in different areas, and encouraging different types of libraries, to establish consortia and share resources (LSTA Purpose 4)
- Paying costs for libraries to acquire or share computer systems and telecommunications technologies (LSTA Purpose 5)

### Goal – Statewide Initiatives and Services

**Support statewide initiatives and services that build the capacity of Minnesota’s libraries to serve their patrons.**

### SUMMARY NEEDS ASSESSMENT

Library patrons in Minnesota highly value the ability to order books and utilize resources from other libraries and library services. To fill this need, Minnesota has been diligently working over the past years to facilitate resource sharing among libraries and reduce the cost of providing access to information for its residents. However, not all library users are being served adequately. Minnesota’s library community continues to struggle with document delivery, electronic resource sharing, electronic catalog collections, statewide database licensing, and other infrastructure concerns. In addition, libraries struggle to offer widespread public access to technology and technology training to meet their needs of all of their patrons.

Another concern in Minnesota is the need for well-trained library staff and trustees to provide quality library services and assume library leadership roles throughout the state. Overall, about 25% of the staff in Minnesota libraries is expected to retire within the next five years. Libraries of all types are reporting difficulty in filling open positions with qualified people, and in keeping those who do take the positions in their jobs long enough to be adequately trained. There is a critical need for consistent and ongoing efforts to replace departing librarians in all types of libraries. In addition, librarians are expected to fill a wide range of roles, including fund raising, research, marketing and advocacy. Training in areas such as these is vital to the successful implementation of quality library programs and services.

Lastly, the landscape of Minnesota is dramatically changing due to shifts in population across the state. It is important that the libraries across the state understand the demographics in their areas, and the needs of all the varied populations they serve. Through analysis of the needs of served and underserved residents across the state, libraries will continue to provide quality services to their communities.

## **PROGRAMS**

### *Technology and Infrastructure*

1. Determine the unmet needs for interlibrary loan and delivery and reference services throughout the state and create a plan for meeting and fully funding those needs without Federal funding by 2006. *Timeline: 2003-2005*
2. Continue to support the costs of physical and electronic delivery and sharing of resources within regions, among different types of libraries and among libraries in different regional systems; fully fund these needs without Federal funding by 2006. *Timeline: 2003-2005*
3. Identify the technical support and linking implementation costs for the remaining unlinked libraries to join MnLINK and assist systems and consortia with these costs. *Timeline: 2003-2006*
4. Support libraries in digitizing unique local resources and provide access to this information thorough state and regional portals. *Timeline: 2003-2007*
5. Research the need to expand Minnesota's electronic database program to include additional databases for children; ensure appropriate databases are added if need is documented. *Timeline: 2003-2004*
6. Negotiate and support payment of database licensing fees. *Timeline: 2003-2007*
7. Investigate, test, implement and develop a plan for funding emerging technologies that will support innovative library programs and services and expand/update the current infrastructure. *Timeline: 2003-2007*

### *Professional Development and Training*

8. Educate the Minnesota library community about new changes in LSTA guidelines. *Timeline: 2003*
9. Conduct ongoing training to assist applicants in utilizing LSTA funds for the greatest positive impact on underserved end-users. *Timeline: 2003-2007*
10. Conduct an assessment of Minnesota's current library workforce and future needs; develop and implement a plan to encourage individuals to become professional librarians. *Timeline: 2003-2004*
11. Continue to promote and expand participation in the Voluntary Certification Program. *Timeline: 2003-2007*
12. Conduct a study to determine the prioritized training needs of library staff and trustees throughout the state including topics such as: needs assessment, program development, outcome-based evaluation, serving diverse populations, grant proposal writing, marketing/promoting libraries, advocacy, etc. Provide continuing education (including distance education) in the areas identified as priorities. *Timeline: 2003-2007*

### Strategic Planning

13. Conduct an assessment in each region of the state to determine end-user needs to inform individual strategic planning processes and statewide planning for libraries. *Timeline: 2003-2004*

### **OUTPUT TARGETS**

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

### **OUTCOME TARGETS**

- At least 75% of libraries surveyed will indicate increased ability to serve the needs of their patrons through improved interlibrary loans and other methods of resource sharing, increased access to digitized resources, and enhanced use of important databases. (Survey to be completed in 2007)
- 100% of Minnesota libraries, and library organizations, will have access to specific information regarding their end-user needs.
- At least 90% of library staff completing training will indicate that their ability to serve patrons is “higher” or “significantly higher” due to the training.
- At least 90% of library trustees completing training will indicate that their ability to serve patrons is “higher” or “significantly higher” due to the training.
- At least 75% of Minnesota libraries will indicate that they have a stable and expanded technology structure. (Survey to be completed in 2007)
- 100% of Minnesota libraries will have access to proven strategies for hiring and developing professional library staff.

## Stakeholder Involvement, Communication, and Monitoring

### Stakeholder Involvement Procedures

The Division of Information Technology and Library Development & Services realizes that end-user needs are critical to the success of this Plan. In defining these needs, the Division utilized numerous recent studies of library users and nonusers. For example, a needs assessment was recently conducted in the southeastern region of the state, using 12 “town meetings” involving teachers, customers, school principals, city managers, other community representatives, librarians and trustees. That same system conducted a study on unserved/underserved residents to determine the needs for bookmobile service, the resources to be included in the bookmobile, and the best means for bringing the library to residents who could not come to the library building.

Assessments of end-users, including focus groups and surveys, were also conducted in three other regional systems. These assessments measured end-user satisfaction with current services, prioritized services currently provided, and identified and prioritized new services needed by end-users.

In addition to examining end-user needs, the Division of Information Technology and Library Development & Services solicited feedback from the full library community by conducting a survey in Winter 2001/2002 targeting more than 1,400 libraries. The purpose of this survey was two-fold:

- To gain feedback about Minnesota’s 1998-2002 LSTA Plan, processes, programs, and outcomes.
- To gain input regarding the 2003-2007 Plan. Groups surveyed included public library trustees, public library directors, academic library directors, and school library/media center specialists.

Based on the responses to this survey, the Division was able to develop a prioritized listing of needs and goals from the library community to help inform planning for the next Five-Year Plan.

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

- The regional public library system administrators (January 30, 2002)
- Continuing Library, Information, Media Education Committee (January 29, 2002)
- The Multicounty Multitype Library Cooperation System directors (January 9, 2002)
- The Minnesota Library Advisory Council (December 14, 2001)

Summaries from LSTA-related discussions at the MnLINK Policy Advisory Council (7/2002), the Minitex Reference Services full-day workshop (June, 2002), and the Minnesota Voluntary Certification Conference (3/2002) provided additional feedback and suggestions. Also, recent research, such as the LSTA-funded *School Library Media Center Census* (July, 2002) and the Mardag Foundation’s *Public Libraries in Rural Minnesota* report (1999) helped inform the process. Suggestions gleaned through “Next Steps” interviews and surveys of 45 representatives from the library community (May-June, 2002) were instrumental in clarifying the needs the library community defined for the Plan.

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

information on the Division of Information Technology and Library Development & Services website and on numerous listservs. In addition, a subgroup of the Library Leadership Coalition provided guidance and support in the writing of this Plan.

To provide for ongoing input from stakeholders regarding the LSTA program, the Minnesota Department of Children, Families & Learning proposed to create an Advisory Group which will meet periodically. The group will be composed of representatives from regional public library systems, multitype library cooperation systems, trustees, state library staff and end-users. Typical agenda items will include overview of program evaluations, program updates, suggested Plan revisions, and discussion of trends that will affect Minnesota libraries in the future.

## **Communication and Public Availability**

A draft of the Five-Year Plan was posted on the Division of Information Technology and Library Development & Services website and notice was distributed through various library-related listservs for comment from the greater library community. Libraries will be encouraged to discuss the LSTA Plan at governing and advisory board meetings.

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

- The Plan will be published on the Division of Information Technology and Library Development & Services website.
- Information about the Plan and the challenges and successes of its implementation will be published periodically in Division of Information Technology and Library Development & Services and Minnesota Department of Children, Families & Learning publications.
- Division of Information Technology and Library Development & Services will update the library community through quarterly reports sent to the regional public and multitype library systems.
- Meetings will be held with regional public and multitype system administrators regarding the plan and its implementation.
- Special information sessions will be held meetings of the professional library associations and organizations.

## **Monitoring**

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

The proposed LSTA Advisory Group will meet periodically to provide Division of Information Technology and Library Development & Services staff with guidance on the LSTA Plan. The Division of Information Technology and Library Development & Services staff will provide periodic summaries, noting progress and/or challenges of current activities to group members. The group will use the information provided by staff to overview the success of the activities in meeting LSTA goals, make recommendations on future implementation of the program.

The Division of Information Technology and Library Development & Services will continually track performance in relation to the Plan. Components of the Plan, especially the needs assessment, will also be monitored to ensure they are up-to-date in relation to the Division's internal and external environment.

On a periodic basis, the Minnesota Department of Children, Families & Learning will conduct an assessment of the progress of the Department through a performance measurement process. The Division of Information Technology and Library Development & Services is a full participant in this process. The Minnesota Library for the Blind and Physically Handicapped is especially important since it is a direct service provided by the Department to visually and physically impaired residents who qualify for its services. The Division of Information Technology and Library Development & Services provides input relating to K-12 education through school media centers/libraries and lifelong learning through public libraries. The Department is now working on the performance measurement process for 2002.

## Definitions

### CONSORTIA

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

### LIBRARY

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

### LIBRARY SYSTEM

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

### MINNESOTA LIBRARY COUNCIL

An outcome of the library community's "Next Steps" process, the Minnesota Library Council is a representative body whose purpose is to be the voice for Minnesota libraries to stakeholders within and outside the library community, and also to serve as advisor to the Department of Children, Families and Learning on issues that affect Minnesota's libraries.

### MINITEX

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

### MNLINK

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

### POVERTY LEVEL

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

**RESOURCE SHARING**

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