Minnesota LSTA Five-Year Plan 2018-2022

State Library Services
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Introduction

The federal Library Services and Technology Act (LSTA) authorizes the Grants to States program, which distributes federal funds to State Library Administrative Agencies through the Institute of Museum and Library Services (IMLS). Funds are used to address eight purposes and priorities (20 U.S.C. § 9121(1-9)):

1) Expand 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) Establish or enhance electronic and other linkages and improve coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b) (6), for the purpose of improving the quality of and access to library and information services;

3) (a) Provide 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) Enhance efforts to recruit future professionals to the field of library and information services;

4) Develop public and private partnerships with other agencies and community-based organizations;

5) Target 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) Target 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 42 U.S.C. § 9902(2)) applicable to a family of the size involved;

7) Develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks; and

8) Carry out other activities consistent with the purposes set forth in 20 U.S.C. § 9121, as described in the SLAA's plan. 20 U.S.C. § 9141(a) (1-8).

The act requires states to submit and IMLS to approve a five-year plan that identifies the state's library needs and sets forth activities to be taken toward meeting these needs (20 U.S.C. § 9134(a)).

In Minnesota, the State Library Administrative Agency that administers the Grants to States program is State Library Services, a division of the Minnesota Department of Education. The 2018-2022 LSTA Five-Year Plan was developed by State Library Services, addresses the state's current and anticipated library needs and presents strategies for using LSTA funds.

Mission Statement

State Library Services partners with libraries to achieve equity and excellence in our collective work for Minnesotans.

Needs

Needs Assessment Overview

The needs assessment is based on complementary data, advisory input, as well as the Minnesota State Library Services LSTA 2013-2017 Five-Year Evaluation Report completed in March 2017. The needs assessment factored in demographic information from the U.S. Census with related information on disparities. Finally, the needs assessment reflects the Minnesota Department of Education's (MDE) goals and objectives.

Overview of Data Sources

The needs assessment used five different data sources to gain input on needs for library services from a variety of audiences in Minnesota.

Table 1: Overview of Data Sources for Needs Assessment

Name of Data Source	Survey	Evaluation	Sessions	Interviews	Demographic Data and Other Research
Description	Online survey with 428 respondents; Future questions in survey related to needs assessment	Summary of findings and recommendations from evaluation report	Three listening sessions which included representatives from the Minnesota Library Association, Minitex, public, academic, tribal and school libraries, regional public and multicounty multitype library systems. Two sessions held in Metro area and one session in Greater Minnesota.	Interviews of 10 State Library Services partners representing adult basic education, early childhood education, workforce development, literacy, afterschool programs, aging population, pollution control agency, people with disabilities, American Indian community.	Demographic data, statewide library statistics, MDE goals and objectives; Reviewed trends and best practices from national organizations and other states

Name of Data Source	Survey	Evaluation	Sessions	Interviews	Demographic Data and Other Research
Research sample included	Library staff, administrators	State Library Services, library staff, administrators	Library staff, administrators	Library partners, state agencies and nonprofit organizations	Minnesota, various other states, and United States

Note: The survey was conducted in fall 2016; the evaluation report was completed in March 2017; the listening sessions, interview and background research were conducted in March and April 2017.

Minnesota Department of Education Goals

As a division of the MDE, State Library Services aligns its activities with statewide goals and objectives. Among the statewide priorities are a focus on equity and inclusion, broadband, and achieving the goals of the World's Best Workforce legislation.

The World's Best Workforce acknowledges that an aging population, an increasing number of jobs that require more than a high school diploma, and an achievement gap for students of color are all challenges to the state's long-term economic health. Passed in 2013, the legislation recognizes that Minnesota must have students who are college-ready, career-ready, and poised to lead the state's workforce into the future. Its goals are to ensure that:
- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic gaps between students are closed.
- All students are college- and career-ready.
- All students graduate from high school.

Minnesota Context – Demographic trends and library needs

The Minnesota State Demographer[1] projects that Minnesota's population will exceed 6 million by 2032, and reach nearly 6.8 million by 2070. Nearly three-quarters of the state population currently live in an urban geography, and half live within five contiguous counties in the Twin Cities metropolitan area.

Aging Population

By 2030, more than one in five Minnesotans will be aged 65 or older. For the first time in Minnesotan history, the state will have more individuals who are 65 and older than individuals who are under 18.

Population with Special Needs

As the state population becomes older, the rate of individuals with disabilities will likely rise. In 2015, 10.9 percent of Minnesotans identified themselves as having one or more disabilities. However, the rate of

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[1] Census data and demographic statistics are from the Minnesota Demographic Center, Department of Administration: https://mn.gov/admin/demography/.

individuals with a disability varies significantly by age. In 2014, 5.4 percent of children aged 5-17 had a disability, while 31.6 percent of individuals 65 and older reported a disability.

Increasingly Diverse Population

In addition to growing older, the state's population will become more racially diverse in the near future. People of color currently make up 19 percent of the population, a percent that has been steadily growing. Between 2010 and 2015, the state added four times as many people of color as white individuals. This trend will continue at a significant pace given current birth trends. For instance, in 2015, 96 percent of Minnesotans 85 years and older identified as white, compared to 69 percent of children under five.

Minnesota will also continue to attract international immigrants, adding another layer of diversity to the state. In 2014, 7.2 percent of Minnesotans were born in another country. Most commonly, Minnesotan immigrants were born in Mexico, India, Laos (including Hmong), and Somalia. A significant number of these immigrants have not become proficient at English: 18 percent of Somali Minnesotans, 19 percent of Mexican Minnesotans, and 19 percent of Hmong Minnesotans do not speak English well or at all.

Disparities in Minnesota[2]

There are several acknowledged disparities in educational and socioeconomic outcomes and status between people of color and white Minnesotans. While some progress has been made in lessening the disparities, there are still significant areas of concern:

- Disparities among racial and ethnic groups start early: while 66 percent of white students met third grade reading benchmarks in 2016, the same was true for just 52 percent of Asian students, 36 percent of American Indian students, 35 percent of Hispanic students, and 33 percent of Black students.

- Many groups of people of color graduate from high school at lower rates than white students. In 2016, 87 percent of non-Hispanic white students graduated high school in four years, compared to 65 percent of Hispanic and Black students.

- Adults of color are less often employed than white adults. In 2016, 80 percent of white adults were working, compared to 74 percent of Hispanic adults, 66 percent of Black adults, and 54 percent of American Indian adults.[3]

- The poverty rate also varies greatly by racial and ethnic group, a trend that is particularly noticeable among children. In 2015, 10.9 percent of all Minnesotans were living in poverty. That same year, though, while 14 percent of all Minnesota children were living in poverty, 31 percent of Mexican children, 34 percent of Hmong children, and 62 percent of Somali children were.

Minnesota's libraries—whether public, academic, or school—are key community partners that help to address disparities through resources, innovative programs, and services that address local needs. Working to close these gaps will help to address LSTA state plan goals and priorities while simultaneously making progress on the goals articulated in the state's World's Best Workforce legislation.

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[2] Some data aggregated by Minnesota Compass: http://www.mncompass.org/.
[3] Proportion of adults working: margin of error is +/-0.3% for white adults, +/- 1.3% for Hispanic adults, +/- 1.8% for Black adults, and +/- 3.5% for American Indian adults.

Identified Needs

The following are the specific needs for library services to be addressed in this five-year plan, listed in order of importance from the stakeholder's perspective. By addressing these needs, State Library Services will position libraries to respond to community needs using LSTA resources.

So that libraries are better able to meet existing and emerging needs in their communities:

Need 1: Library staff training and professional development

Description

The need includes: a) Training and professional development for library staff on a number of specific topic areas and related technology tools to serve library patrons better. The topic areas include but are not limited to: taxes, disabilities, health/aging, human services programs and early childhood education. Stakeholder feedback emphasized making training accessible, especially to rural staff, by offering different formats (classroom and webinar) as well as at a variety of locations beyond the metro.

b) Continuing education and skill development for library staff in a variety of areas including: technology skills especially on particular tools, leadership, and education on both basic librarian skills and building on/going beyond basic skills.

Data sources that identified need: Survey, evaluation, listening sessions, interviews, demographic information/trends.

Aligned with LSTA Purposes and Priorities: 1, 3, 8

Need 2: Integrated resources to serve targeted populations

Description

There is a need for libraries in Minnesota to continue and strengthen their role as providers of information, materials, and resources. Stakeholders mentioned the importance of supports that range from workforce development such as writing a resume, early childhood programs to help with school readiness, literacy/English as a Second Language efforts, partnering with school libraries, and providing key referral information such as tax and social services programs.

The need for supports is especially strong to help underserved populations including aging adults, rural populations, those in poverty and immigrants/refugees. Stakeholders indicated that often the materials and resources are most efficiently provided through leveraging partnerships and fostering collaboration with service providers or organizations in the topic areas of the supports. By connecting with partners, libraries can build on existing programs.

Data sources that identified need: Survey, evaluation, listening sessions, interviews, demographic information/trends.

Aligned with LSTA Purposes and Priorities: 1, 2, 4, 5, 6, 8

Need 3: Infrastructure development – library space, technology access, technology resources

Description

Space: Especially in rural areas, library meeting space is needed that is open long enough hours to meet community needs for meetings and classes. There is a need to enhance libraries' role as "safe places." Libraries are used as a refuge by community members in need. Stakeholders indicated libraries are often a more comfortable place to find family or economic support resources than other government buildings.

Technology: The need for technology falls into three different areas: internet or broadband, specific applications and accessibility. There is a strong need for dependable, fast internet access and broadband connections for the public, especially in rural areas. Library patrons need technology (and often specific applications) to perform many of their basic functions/tasks at work, school or as citizens. Finally, there is an ongoing need to ensure that library technology (especially book reservations or renewal) is accessible to those with disabilities or who speak English as a second language.

Data sources that identified need: Survey, listening sessions, interviews, demographic information/trends.

Aligned with LSTA Purposes and Priorities: 1, 2, 4, 5, 6, 7, 8

Need 4: Increased awareness of State Library Services activities/services

Description

There is a need for enhanced communication and promotion of services and trainings offered by State Library Services to the library community. Most of SLS' services and trainings are promoted through the MDE web site and a regular listserv e-mail. Stakeholders would prefer methods of promotion to be broadened to reach a larger audience and would like to know more about key services such as Minnesota Braille and Talking Book Library, Interlibrary Loan, and the focus of SLS work with other state agencies and partners. Finally, stakeholders would like more information and advance notice on grant topics, timelines, how to apply and training on areas where potential grantees may lack knowledge.

Data sources that identified need: Survey, evaluation, interviews.

Aligned with LSTA Purposes and Priorities: 3, 4, 5, 6, 8

Need 5: Vision for future of libraries in Minnesota (including World's Best Workforce, lifelong learning)

Description

Stakeholders, especially in the three listening sessions, mentioned the need to develop strategies for the future direction of Minnesota's library systems and communicate these strategies. Some topics to address in the strategies include the changing role of libraries, how libraries can collaborate across library types, and ways to improve the profile of libraries.

Data sources that identified need: Primarily from listening sessions.

Aligned with LSTA Purposes and Priorities: 1, 3, 7, 8

Needs Assessment – Plan for Updating Needs

Throughout the 2018-2022 LSTA Five-Year Plan, State Library Services will monitor the needs of the state's libraries and communities to assure that goals, projects, and activities remain relevant.

State Library Services partners formally and informally with stakeholders, including the Minitex Policy Advisory Council, MNLink Gateway Operations group, Ebooks Minnesota teams, Minnesota Digital Library Governing Board, Minnesota Library Association, Ignite Afterschool, Minnesota Learning Commons , Capitol Area Library Consortium, Council of Regional Public Library Administrators (CRPLSA), CRPLSA Youth Services Committee, Minnesota Multicounty Multitype Library Systems, Information and Technology Educators of Minnesota, and other groups. Continuing conversations with colleagues from stakeholder organizations—and the library community more broadly speaking—will inform State Library Services about continuing and emerging library needs.

Administering LSTA sub-grant competitions allows State Library Services to identify new or emerging needs of libraries of all types as well as their community partners. Proposed and awarded sub-grants inform State Library Services about innovative projects that meet unique community needs. Mechanisms for tracking needs will include voluntary surveys of library staff and State Library Services staff engagement in professional organizations and with key stakeholder groups. The results will inform State Library Services about shifting and evolving needs in Minnesota and provide an opportunity for updating projects to ensure that needs are addressed.

Goals and Projects

State Library Services' 2018-2022 LSTA Five-Year Plan establishes five overarching goals that address Minnesota's needs. As described below, each goal has associated projects that will shape SLS use of LSTA funds during the next plan period. Each project uses IMLS funds in one or more ways to help achieve the goals:

1) **State Library Services initiatives**: A portion of the allotment supports State Library Services staff salaries as well as contracts that fund programs, training, and professional development for library staff statewide. State Library Services staff carry out projects that build statewide capacity for library services to youth, performance measures and outcomes, equity in library services, staffing and operations, and improvements in library services that rely on broadband. Initiatives support high value activities that can strengthen all of Minnesota's libraries.

2) **Statewide initiatives:** LSTA funds (for example, grants and contracts) are used to support projects that provide direct library services that can benefit people in all areas of the state. This includes the Minnesota Braille and Talking Book Library, a program of the National Library Service for the Blind and Physically Handicapped (NLS). The library provides direct service to eligible Minnesotans who cannot read standard print material due to a visual, physical, or reading disability and also provides school library services to the Minnesota State Academy for the Blind. Statewide resource sharing through the MNLink Gateway and E-books Minnesota are both provided by Minitex at the University of Minnesota. Interlibrary Loan allows patrons of participating Minnesota libraries to access a wide array of information resources in a range of formats whenever and wherever the information is needed.

3) **Sub-grant opportunities**: State Library Services distributes LSTA funds through competitive, targeted, and single source grants to public, academic, school, or special libraries or library consortia. Annual competitive grant rounds give libraries and schools a chance to pilot projects that creatively address community needs and fulfill the goals of the five-year plan. LSTA mini-grants allow libraries to initiate smaller projects that satisfy five-year plan goals and projects that support innovative learning and library services.

4) **Administrative costs:** Minnesota's administrative funds pay a portion of the LSTA coordinator's salary as well as agency costs associated with administering the LSTA program and sub-grants.

Prioritizing Goals

Minnesota's priorities acknowledge that the state's libraries, and by extension its residents, rely on federal funds for core statewide activities, including interlibrary loan, Electronic Library for Minnesota (ELM) instruction, the Minnesota Braille and Talking Book Library, and a shared e-content collection, Ebooks Minnesota. Goals that support these projects are the highest priority. The second priority are goals that strengthen the capacity of State Library Services' staff to lead projects that benefit the state and align with the state's goals (i.e., the World's Best Workforce, equity and inclusion, broadband), such as training in early literacy or digital literacy.

Goals with projects that support State Library Services ability to sub-grant funds for locally determined and innovative projects that address community needs are next in priority. Measuring the impact of library services is a federal and state priority. Having accurate and reliable data that helps to demonstrate the value of libraries at a local, state, and national level is important to the long-term viability of libraries and shapes SLS' final goal.

Projects that focus on helping to communicate the value of libraries was noted as a need in stakeholder assessments. Several project types are carried out under multiple goals and serve as strategies for achieving SLS goals and engaging the library community in improving or expanding library services.

Goal A: Library services and policies promote barrier-free access

Libraries will be places that people of all backgrounds find welcoming and accessible. As libraries recast their role in communities, they will ensure that services and policies promote barrier-free access to materials, services and spaces, and focus on both individual and community needs.

Aligned with LSTA Purposes and Priorities: 2, 6, 7

Aligned with Minnesota Need(s): 1) Library staff training and professional development; 3) Infrastructure development—library space, technology access, technology resources; 4) Increased awareness of State Library Services activities/services.

Projects

A1: Resource Sharing

Resource Sharing contributes to equitable access to information for all Minnesotans. By leveraging existing partnerships and networks, libraries ensure people can use collections and other resources beyond those available at their local libraries. State Library Services has a close partnership with Minitex, an information and resource-sharing program located at the University of Minnesota. Minitex has over 40 years of experience in providing interlibrary loan and delivery services that are made available to all Minnesotans who have a public library card. *Resource Sharing* goes beyond interlibrary loan to include shared e-content collections that meet the needs of people throughout the state.

Activities
With the ongoing support of State Library Services, Minitex will continue to provide interlibrary loan and delivery services to public and school libraries as well as to hospitals and museums; delivery to patrons' home

library through the Minitex delivery system; a help desk for patrons using the MNLINK statewide virtual library; and webinars and other library workforce training.

As a key partner in planning and implementing resource sharing, State Library Services will engage in strategic activities that include but are not limited to:
- Administering annual grants to Minitex for interlibrary loan and/or e-content collections.
- Managing state appropriations to Minitex for shared e-content collections (Electronic Library for Minnesota) and library telecommunications aid.
- Leveraging state funds with federal funds to support statewide training on the use of the Electronic Library for Minnesota.
- Participating in statewide committees and workgroups related to resource sharing.
- Enhancing communication and marketing of resources and services.
- Assuring equity in distribution of resources and services.
- Assessing inputs, outputs, and outcomes.

Timeline
Annual and ongoing. Over the next five years, SLS will leverage various funding streams that support resource sharing to promote sustainability. SLS will partner with Minitex to ensure program effectiveness and to investigate innovative approaches to service delivery.

Benefits and Outcomes
The expected benefits and outcomes include users' satisfaction with their access to materials; the equitable distribution of resources, especially to underserved areas of the state; and the introduction of innovative service models.

A2: Reducing Barriers to Access Grant Making

Reducing Barriers to Access Grant Making will provide opportunities for local communities to identify barriers to access and develop innovative responses that improve access to library services, programs, and/or materials.

Activities
Strategic activities related to grant making in this area include but are not limited to:
- Identifying opportunities for sole source, competitive, or targeted grants.
- Publishing and promoting competitive grant opportunities aligned with this goal.
- Awarding grants and providing technical assistance (reporting, reimbursement, budgeting) to grantees.
- Federal reporting.
- Developing partnerships to facilitate sole source and/or targeted grant making.
- Showcasing successful projects using MDE communication channels, library conferences and more.
- Leveraging various funding sources brought together by program partnerships.

Timeline
Reducing Barriers to Access Grant Making will be implemented annually. Each year, State Library Services will award at least one grant that addresses this goal.

Benefits and Outcomes
Primary outcomes of this project include improved outreach and communication related to grant making. Local libraries will benefit from the availability of funds that supports new or innovative projects that reduce barriers to accessing library services and materials. As a result, more residents have access to library materials, programs, and/or services. Grantees will complete reporting that aligns with Measuring Success and the State Program Report and contributes to national efforts to document the value of libraries.

A3: Minnesota Braille and Talking Book Library

The Minnesota Braille and Talking Book Library (MBTBL) ensures that Minnesotans of all ages with visual, physical, and reading disabilities have access to library materials and services in braille, audio, large print, and digital media with adaptive equipment. An estimated 77,000 Minnesotans have a disability that qualifies them to receive free services, yet not all are aware of the service. An overarching goal of this project is to raise awareness of the service so that more eligible Minnesotans participate in the program.

Activities

Key MBTBL activities will include but are not limited to:

- Building and strengthening existing partnerships with state agencies, organizations serving people with print disabilities, consumer advocacy groups and public and school libraries.
- Expanding marketing and outreach activities through participation in library conferences, consumer groups meetings, an accessible web page, newsletters, and social media platforms.
- Staff training in digital technology, accessibility, early literacy, trends in library services to individuals with print disabilities, and customer service.
- Creating customized cartridges of audio and/or braille digital titles, increasing access to more Minnesota-related content through MBTBL in-house recording program, and expanding large print and described video collections.

Timeline

Annual and ongoing. MBTBL plans to offer customized cartridges by year one of the plan. MBTBL anticipates publishing a newsletter twice annually in each year of the plan and conducting a patron survey in year one, three and five. All other activities of the MBTBL will be carried out throughout the life of the plan.

Benefits and Outcomes

More Minnesotans with print disabilities are aware of the free services available from MBTBL, partnerships with organizations and libraries are strengthened and expanded so their services are more accessible, and MBTBL staff are more engaged and knowledgeable about library services and trends in library services to individuals with print disabilities. Eligible users have access to enhanced services and collections.

Goal B: Libraries contribute to the World's Best Workforce

Strong school libraries will develop collections that reflect student recreational and curricular needs, provide seamless access to state-supported online resources, and work collaboratively with internal and external partners, including public libraries. They will integrate technology fully into student learning and problem solving, and employ engaged and qualified staff who participate in ongoing professional development. Public libraries are key partners that offer informal learning for all ages and family-focused programs that address early literacy needs.

Aligned with LSTA Purposes and Priorities: 1, 3, 4, 5, 6

Aligned with Minnesota Need(s): Need 1) Library staff training and professional development; Need 4) Increased awareness of State Library Services activities/services; Need 5) Vision for future of libraries in Minnesota (including World's Best Workforce, lifelong learning).

Projects

B1: Youth Programs and Services – Birth to 18

Youth Programs and Services encompasses activities that serve children and youth, ages birth to 18 years old and their caregivers and/or families. Strategies to carry out the project include building partnerships as well as developing and providing training. Creating connections between public libraries, schools, and school libraries strengthens supports for students and families generates innovative opportunities for engagement. High-quality continuing education opportunities increase knowledge, skills, and resources of all library staff.

Activities

Building and nurturing partnerships is key to State Library Services' work and to the work of libraries in their local communities. SLS strives to create connections with allied agencies and organizations aligned with the SLS mission, as well as to push boundaries of the work traditionally done by libraries. SLS serves as a 'partnership role model' and creates new opportunities for program and services for libraries across the state. Examples of partnership initiatives are:

- Support collaboration among public and school libraries for projects such as the 90-Second Newbery Film Festival where students creatively reinterpret award-winning books into short films and the Libraries Serving Youth Meetup.
- Team with other youth-serving agencies to offer services at libraries such as free summer/afterschool meals for kids, or supports for youth who are homeless or at-risk of being homeless.
- Evaluate the breadth of summer learning programs intended to reduce learning loss during extended out-of-school time periods.

With staff expertise and a statewide vantage point, State Library Services is uniquely situated to provide training and information to libraries across Minnesota. SLS will provide in-person and online training opportunities on topics such as:

- The importance of early literacy activities for children aged birth to 5 years.
- The value of family engagement programs to encourage the playful sharing of literacy behaviors with children of all ages, including prenatal.
- The breadth of school readiness programs, and how different libraries, schools, and early education programs are addressing school readiness.
- Guidance, technical assistance, and training on innovative ideas for working with teens.

Timeline

Over the next five years, State Library Services will deliver staff training and programs that address services for the wide range of youth whom libraries serve every day. During the first two years, the primary focus will be on presenting educational opportunities for library and other education staff on the topics related to storytime presentation skills and early STEM literacy. In years three and four, the primary focus will be on school-aged children. And in year five, the primary focus will shift toward teens. At the same time, SLS is attuned to the changing needs of Minnesota's libraries and librarians and will remain nimble to shift the primary focus as needed to address emerging opportunities.

Benefits and Outcomes

State Library Services invests in activities aimed at bettering public and school library services for children and youth from birth through high school graduation. Our efforts help libraries align their services and activities to

statewide priorities and identified needs, including reducing the achievement gap, supporting student literacy and school engagement, and preparing all youth for success in college and career. Improved early literacy, family literacy, school readiness, and programs and supports for school-aged youth that will expand their curiosity and improve their learning. We will work with community partners to identify measurements and outcomes that extend beyond merely tracking participation and the number of activities offered.

B2: Libraries and the World's Best Workforce Grant Making

Librarians know their communities best. *Libraries and the World's Best Workforce Grant Making* will support creative projects and innovative services through competitive, sole source and/or targeted grants. Addressing the needs of libraries of all sizes, mini-grant opportunities encourage smaller libraries to develop modest programs that address local needs and capacity for grant management.

Activities

Strategic activities related to grant making in this area include but are not limited to:
- Identifying opportunities for sole source, competitive, or targeted grants.
- Publishing and promoting competitive grant opportunities aligned with this goal.
- Awarding grants and providing technical assistance (reporting, reimbursement, budgeting) to grantees.
- Federal reporting.
- Developing partnerships to facilitate sole source and/or targeted grant making.
- Showcasing successful projects using MDE communication channels, library conferences and more.

Timeline

Libraries and the World's Best Workforce Grant Making will be implemented annually. Each year, State Library Services will award at least three grants that address this goal.

Benefits and Outcomes

Primary outcomes of this project include improved outreach and communication related to grant making. Local libraries will benefit from the availability of funds that support new or innovative projects to address the needs of children of all ages and their families. Grantees will complete reporting that aligns with Measuring Success and the State Program Report and contributes to national efforts to document the value of libraries.

Goal C: Libraries respond to diverse community needs

Libraries will expand efforts to extend free access beyond traditional library sites. Understanding that Minnesota's cities and towns are rapidly diversifying, all library staff will benefit from training in racial equity, cultural humility, and radical hospitality. In assessing and adapting library services with an equity lens, libraries can provide responsive and high quality services.

Aligned with LSTA Purposes and Priorities: 1, 3, 4, 5

Aligned with Minnesota Need(s): Need 1) Library staff training and professional development; Need 2) Integrated resources to serve targeted populations; Need 4) Increased awareness of State Library Services activities/services; Need 5) Vision for future of libraries in Minnesota (including World's Best Workforce, lifelong learning).

Projects

C1: Connecting Communities

Libraries do not work in isolation from other government agencies and community-based organizations. State Library Services actively seeks out the expertise of and partnerships with allied organizations. State Library Services initiatives focus on building partnerships that connect libraries to one another and to community and statewide entities to improve services to local residents. Webinars, conference presentations, and targeted communications connect library staff with key information on timely topics. Data collection efforts demonstrate the central role of public libraries in creating an informed and engaged citizenry.

Activities
State Library Services seeks partnerships with allied local, state, and national organizations. Activities will include but are not limited to:
- Identifying and connecting with national partners.
- Assessing mission alignment with current and future partners.
- Executing strategic partnerships within MDE.
- Strengthening partnerships with Minitex, regional public library systems, and multicounty, multitype library systems.
- Determining the successes, gaps, and areas for growth.

State Library Services is uniquely situated to know and tell the stories of all types of libraries across Minnesota. To demonstrate the value of partnerships, activities will include but are not limited to:
- Gathering and disseminating program and service level data.
- Sharing library stories with a wide audience by leveraging new relationships and communication channels.

Timeframe
Connecting Communities will take place over five years. In the initial two years, the primary focus will be on establishing direct contact with peers in allied fields that helps to articulate the value and role of libraries in addressing community needs. An additional focus will be on identifying and piloting new and improved ways to connect library services and impact to the larger community. Throughout the five-year period, an underlying focus will be on deepening relationships with library peers—Minitex, regional public, and multicounty multitype library systems. Inherent throughout is the intent to identify new areas to build partnerships that address the needs of Minnesotans.

Benefits and Outcomes
Connecting Communities will lead to stronger partnerships with organizations that include the Minnesota Department of Employment and Economic Development, State Services for the Blind, Adult Basic Education (MDE), Early Learning Services (MDE), Ignite Afterschool, Minitex, Information and Technology Educators of Minnesota (ITEM), Minnesota Library Association, and the regional public and multicounty, multitype library systems. In doing so, the needs of the state's residents will be better served with aligned services.

C2: Integrate Equity

State Library Services fully supports libraries in their efforts to recruit and maintain diverse staff that reflect communities served. At the same time, SLS are also aware that staff demographics are only one component of creating equitable and inclusive libraries. Identifying and advancing equity along with responding to institutional and structural racism is a principal interest of State Library Services. As a project, *Integrate Equity* will provide

State Library Services a mechanism for increasing the understanding and adoption of equity as a core facet of library services.

Activities

State Library Services activities for this project include but will not be limited to:

- Staff training on racial equity, structural, and institutional racism.
- Analyzing State Library Services programs, services, and operations from a racial equity lens and using a racial equity framework.
- Making improvements in programs, services, and operations that are designed to reduce structural and institutional racism.
- Collaborating with libraries to communicate best practices related to recruitment and retention of diverse library staff.
- Pursuing grant funding to develop in-state Equity Cohorts.

Timeline

Integrate Equity will be carried out throughout the next five-year plan. Activities in year one and year two will likely focus largely on staff training and assessment of programs and services. A proposal for grant funding for a statewide project (Equity Cohorts) will be developed in year one, with applications submitted in year two. Subsequent grant funded activities would take place in years three to five. Similarly, collaboration with Minnesota libraries on activities related to best practices will take place in years three to five.

Benefits and Outcomes

In implementing *Integrate Equity*, State Library Services seeks to identify and reduce or eliminate any ways in which its operations reflect institutional or structural racism. In doing so, SLS leadership will contribute to more equitable library services across the state. Additional expected benefits include greater awareness of equity and inclusion as a core library value. When this happens, Minnesotans of diverse cultural, ethnic, racial backgrounds will have improved access to library services.

C3: Promoting Equity through Grant Making

Local libraries have a tremendous opportunity to address issues of equity and inclusion in services, programs, and staffing. *Promoting Equity through Grant Making* provides resources for local, regional, or statewide projects that address concerns about equity in library services, programs, staffing, and/or operations. The intent is to increase equity and inclusion in libraries and to contribute to the diversification of library staff.

Activities

Strategic activities related to grant making in this area include but are not limited to:

- Identifying opportunities for sole source, competitive, or targeted grants.
- Publishing and promoting competitive grant opportunities aligned with this goal.
- Awarding grants and providing technical assistance (reporting, reimbursement, budgeting) to grantees.
- Federal reporting.
- Developing partnerships to facilitate sole source and/or targeted grant making.
- Showcasing successful projects using MDE communication channels, library conferences and more.

Timeline

Promoting Equity through Grant Making will be implemented annually. Each year, State Library Services will award at least one grant that addresses this goal.

Benefits and Outcomes

Primary outcomes of this project include improved outreach and communication related to grant making. Local libraries will benefit from the availability of funds that support new or innovative projects and promote equity,

inclusion, and diversification in library programs, services, and staffing. Grantees will complete reporting that aligns with Measuring Success and the State Program Report and contributes to national efforts to document the value of libraries.

Goal D: Library value is measured and demonstrated

State Library Services will increase libraries' capacity to measure and report statistical, financial, and outcome data that demonstrates the value of libraries. Minnesota libraries and policymakers will use data to plan and implement programs and services that positively impact their communities. SLS will raise public awareness of the value of libraries and library staff. SLS will explore new and creative ways to tell the stories of libraries across the state, to bring greater awareness to the key role libraries play in strengthening the lives of people and communities.

Aligned with LSTA Purposes and Priorities: 2, 8

Aligned with Minnesota Need(s): Need 1) Library staff training and professional development and Need 4) Increased awareness of State Library Services activities/services.

Projects

D1: Performance Measures and Outcomes

Performance Measures and Outcomes consists of communicating value in more consistent, interesting, and engaging ways. The strategies/procedures to carry out the project include collaboration, training, and technical assistance.

Activities

Collaborate with local, state, and national organizations to improve library evaluation and reduce the duplication and burden of collecting data.
- Participate in "Measures that Matter" initiative.
- Work with IMLS to produce useful reports such as the Public Library Survey and State Library Administrative Agency Survey.
- Work with public libraries to develop useful data elements for the annual Minnesota Public Library Report.
- Partner with government agencies and community organizations to share data and systems.

Offer technical assistance to libraries for using data to tell their story and demonstrate value.
- Use of clear, measurable objectives and outcome evaluation.
- Best practices for data collection and reporting including graphic display.
- Report templates that libraries and SLS can use to evaluate program results that align with IMLS' Measuring Success initiative and State Program Report criteria.

Timeline
Performance Measures and Outcomes will be implemented annually. Each year, State Library Services will collaborate with organizations and offer technical assistance to libraries in using data to communicate library value.

Benefits and Outcomes
The expected benefits and/or outcomes include developing innovative and effective ways to communicate library value and community impact. Another benefit will be increased focus on using meaningful performance and outcome measures to evaluate library programs. Respecting the expertise and time of respondents, SLS will provide streamlined tools to collect and report data.

D2: Marketing

SLS will increase the agency's capacity to promote its LSTA programs to the state's library community. SLS will also promote marketing techniques for libraries to more effectively communicate the impact of LSTA resources in the community. The strategies/procedures to carry out the project include creating an overarching communications strategy, capitalizing on training for State Library Services staff, and working with MDE and the library community to identify and carry out other potentially impactful strategies.

Activities
Create an overarching communications strategy for the use of LSTA funds:
- Conduct a communication audit to discover what is/is not working.
- Develop an overarching communications strategy to guide outreach activities including key messages, target audiences, and use of digital technology and media.
- Acquire staff expertise and financial resources to implement communications strategy.

Capitalize on staff training:
- Develop SLS staff expertise in marketing principles and techniques.
- Share marketing knowledge and skills with libraries across the state.

Identify and carry out other potentially impactful marketing strategies:
- Coordinate with MDE Communications Department for more effective messaging and reach.
- Expand contacts to include all of State Library Services stakeholders.
- Develop listserv guidelines to segment audiences for targeted communications.
- Create personal story and photo files to augment public relations on the use of LSTA funds.
- Develop and implement social media plan.
- Reconsider content/presence on MDE web site.
- Develop specific marketing plans for priority services such as Minnesota Braille and Talking Book Library and the Electronic Library of Minnesota.

Timeline
Marketing will be implemented in stages. In the first year, a communications audit will lead to a new communications strategy. In the second year, SLS will acquire the resources needed to implement the plan. In the third year, SLS will develop staff expertise and begin to carry out marketing strategies at the agency level. In the fourth and fifth years, SLS will share its marketing expertise and strategies with the state's library community through training sessions.

Benefits and Outcomes
The expected benefits and outcomes include an increase in the library community's awareness of and participation in State Library Services LSTA-driven programs and initiatives. Minnesota's libraries will effectively

market their LSTA supported programs and services and communicate to stakeholders the positive impact libraries have in their communities. Better marketing of LSTA funded programs and services will increase use of library resources and community support for libraries in Minnesota.

Goal E: Libraries facilitate digital equity and literacy

SLS will support equitable access to broadband and efforts to promote its adoption and use, including digital and information literacy initiatives. SLS will encourage the innovative integration of technology into services for all people of Minnesota.

Aligned with LSTA Purposes and Priorities: 1, 2, 3, 4, 5, 6

Aligned with Minnesota Need(s): Need 1) Library staff training and professional development; Need 2) Integrated resources to serve targeted populations; Need 5) Vision for future of libraries in Minnesota (including World's Best Workforce, lifelong learning).

Projects

E1: Improving Services

State Library Services will help libraries plan, develop, and implement innovative library services and technologies that serve all Minnesotans. SLS partners with agencies and organizations working to provide equitable access to broadband and promoting its use via digital and information literacy programs. State Library Services will leverage state and nationwide perspectives, as well as experience building and nurturing partnerships, to broaden the technology options for communities to consider.

Activities
Improving Services includes support for piloting and implementing services to improve digital and information literacy and to promote broadband adoption. The strategies SLS will employ for these activities include empowering local libraries, building expertise, and developing partnerships.

- Empower local libraries to engage in efforts to expand digital equity and literacy in their communities helps ensure strategies and initiatives best address community needs. SLS will support projects via technical assistance, including research about serving target populations, evaluation of resource sharing approaches, and opportunities to pilot innovative approaches.

- Build expertise in order to serve as a resource for libraries as they develop services for specific populations or deploy new technologies. SLS will share this expertise by documenting best practices and by consulting about program planning and evaluation. The intention is to build capacity throughout the state while SLS builds internal capacity by providing library staff with professional development opportunities.

- Build partnerships to unify strategies and approaches. Many state agencies share responsibility for digital inclusion strategies. SLS—and the Minnesota Department of Education as a whole—focus on educational strategies, particularly advancing digital and information literacy. SLS also will work with community-based, state, and national organizations, such as the Community Technology Empowerment Project (hosted by the St. Paul Neighborhood Network) and Libraries without Borders, to diversity SLS' expertise, perspective and approaches.

Timeline

During the first one to two years, SLS will focus on building relationships with tribal and rural communities and expanding engagement with state agencies and organizations. These activities will build expertise within State Library Services as well as with partners. In years three to four, SLS will focus on building capacity of local libraries to work with their communities, with State Library Services providing guidance and support. During the final year, we will focus on program evaluation and documenting outputs.

Benefits and Outcomes

The expected benefits and outcomes include improved services for tribal, rural, and other underserved communities and for populations such as seniors, immigrants and unemployed/underemployed; additional resources invested in digital and information literacy; and expanded partnerships/resource sharing among libraries, state agencies, and organizations.

E2: Advancing Digital Literacy through Grant Making

Advancing Digital Literacy through Grant Making is designed to provide local libraries an opportunity to identify and address the need for digital literacy in the community. Knowing that baseline digital literacy is a key to academic and workforce success, and that advanced skills, such as coding, are becoming common place, this project will spur innovative ideas for helping people of any age to gain fluency in this new area of literacy. Grant opportunities will support innovative approaches to digital inclusion, particularly those targeting tribal, rural, and other underserved communities.

Activities

Strategic activities related to grant making in this area include but are not limited to:
- Identifying opportunities for sole source, competitive, or targeted grants.
- Publishing and promoting competitive grant opportunities aligned with this goal.
- Awarding grants and providing technical assistance (reporting, reimbursement, budgeting) to grantees.
- Federal reporting.
- Developing partnerships to facilitate sole source and/or targeted grant making.
- Showcasing successful projects using MDE communication channels, library conferences and more.

Timeline

Promoting Equity through Grant Making will be implemented annually. Each year, State Library Services will award at least one grant that addresses this goal.

Benefits and Outcomes

Primary outcomes of this project include improved outreach and communication related to grant making. Local libraries will benefit from the availability of funds that support new or innovative projects that are focused on digital literacy. Grantees will complete reporting that aligns with Measuring Success and the State Program Report and contributes to national efforts to document the value of libraries.

Summary Project Timeline

State Library Services anticipates that all projects will take place throughout 2018- 2022. Within each year, as described above, project activities are sequenced and may have a differing emphasis. The intent in having each project take place during a five-year time frame is to provide continuity to the library community, and to reduce uncertainty about the availability of LSTA funds for core services such as interlibrary loan or the Minnesota Braille and Talking Book Library.

Table 2: Timeline for Projects over Five Years of Plan

Project	Year 1	Year 2	Year 3	Year 4	Year 5
A1: Resource Sharing	x	x	x	x	x
A2: Reducing Barriers to Access through Grant Making	x	x	x	x	x
A3: Minnesota Braille and Talking Book Library	x	x	x	x	x
B1: Youth Programs and Services – Birth - 18	x	x	x	x	x
B2: Libraries and the World's Best Workforce Grant Making	x	x	x	x	x
C1: Connecting Communities	x	x	x	x	x
C2: Integrate Equity	x	x	x	x	x
C3: Promoting Equity through Grant Making	x	x	x	x	x
D1: Performance Measures and Outcomes	x	x	x	x	x
D2: Marketing	x	x	x	x	x
E1: Improving Services	x	x	x	x	x
E2: Advancing Digital Literacy through Grant Making	x	x	x	x	x

Coordination Efforts

Crosswalk of Goals to Measuring Success Focal Areas

Table 3: Goals Aligned with Six Measuring Success Focal Areas

Goals	Lifelong Learning	Information Access	Institutional Capacity	Economic & Employment Development	Human Services	Civic Engagement
A. Library services and policies promote barrier-free access	X	X		X	X	X
B. Libraries contribute to the World's Best Workforce	X		X	X		X

Goals	Lifelong Learning	Information Access	Institutional Capacity	Economic & Employment Development	Human Services	Civic Engagement
C. Libraries respond to diverse community needs		X	X	X	X	X
D. Library value is measured and demonstrated			X			
E. Libraries facilitate digital equity and literacy	X	X		X	X	X

Crosswalk of Corresponding Intents to Projects

Corresponding Intents
Improve users':
Formal education - A2 B1 B2 E1
General knowledge and skills - A2 B1 B2 E1
Ability to discover information resources - A1 A2 D2
Ability to obtain and/or use information resources - A1 A2 A3 B1 B2 D2
Improve the library workforce - A1 B1 C1 C2 D1
Improve the library's physical and technological infrastructure
Improve library operations - A3 C1 D1
Ability to use resources and apply information for employment support - B2 C1
Ability to use and apply business resources
Ability to apply information that furthers their personal, family, or household finances
Ability to apply information that furthers their personal or family health & wellness
Ability to apply information that furthers their parenting and family skills - B1
Ability to participate in their community - A3 E1 E2
Ability to participate in community conversations around topics of concern - E1

Coordination with other state agencies and offices

State Library Services is a division of the Minnesota Department of Education. Staff work collegially and formally with other MDE divisions such as Academic Standards, Adult Basic Education, After School and Out-of-School Time Programs, Nutrition and Healthy Youth, Charter Center, Early Learning Services, and Indian Education.

State Library Services also works with other state agencies including the Department of Employment and Economic Development (workforce programs), Office of Broadband Development (broadband), Pollution Control Agency (environment sustainability programs). Minitex, a library collaborative located at the University of Minnesota, is a significant partner in providing resource sharing and electronic content platforms. Staffing, program, and distribution costs may be shared among agencies.

Evaluation Plan

Evaluation Methodology

State Library Services will complete State Program Report (SPR) output and outcome evaluation reports annually. The LSTA Coordinator will provide instruction and guidance for SPR reporting criteria to State Library Services staff as well as sub-grantees. Outcome evaluation guidelines aligned with the IMLS Measuring Success initiative will be distributed to grant recipients. Guidelines will include how to choose outcomes, select indicators, collect data, analyze results, and report results. Recommended evaluation tools will include surveys, pre and post-tests, interviews, and observation of program participants.

State Library Services will submit a five-year evaluation to IMLS. Feedback will be requested from grant recipients, applicants who did not receive grants, and stakeholders who did not apply for grants. Evaluation tools will include a survey, interviews, and focus groups or World-Café discussion sessions held at locations throughout the state. Participants will include stakeholders from all types of libraries, including both urban and rural locations for geographic balance, administrative and front line staff, and library users. Results will be collected, analyzed, and reported by a third party.

Stakeholder Involvement

State Library Services conducted a needs assessment as part of the five-year plan development process. All of participants identified library needs and projected the library's future. 428 library staff members and administrators responded to an online survey in fall 2016 and 36 participated in one of three listening sessions held in both metropolitan and Greater Minnesota locations in March and April 2017. Ten State Library Services partners who are not library stakeholders were interviewed by phone about community needs related to library services in March and April 2017. The assessment results were shared with State Library Services staff members who met as a team to determine strategic directions in May 2017. The results of the needs assessment were critical in framing the goals for the five-year plan.

State Library Services staff members will continue to participate in stakeholder groups statewide. Staff communicate and consult with library stakeholders and grant recipients as needed. State Library Services periodically sends online surveys about current topics and issues to library directors and interested individuals on the division's listserv. Results are shared by email and via the division's newsletter and on its website.

Communication and Public Availability

State Library Services will publish and widely distribute its approved 2018-2022 LSTA Five-Year Plan. The published plan will be emailed to library directors and other stakeholders and posted on the Minnesota Department of Education State Library Services' Library Services and Technology Act (LSTA) web page. The plan will be announced to the library community in the State Library Services newsletter that includes a link to the website. Staff will present webinars and/or sessions at the annual library association conferences to review the plan with members of the library community. Staff will also review the plan and progress toward achieving its goals with the library community at conferences and meetings at least annually. Anyone requesting information about the state's five-year plan will be encouraged to contact State Library Services to discuss the plan with the Director or LSTA Coordinator.

Monitoring

State Library Services is committed to monitoring its use of LSTA funds in several ways. By completing the annual State Program Report and Financial Status Report, SLS provides detailed information on the use of funds that supports IMLS' Measuring Success initiative and federal regulations. Sub-grants and contracts are developed in line with federal and state grant/contracting requirements and include assurances for sub-grantees and vendors to ensure compliance with state and federal policies, practices, and statutes.

State Library Services follows federal CFR 200 and state of Minnesota policies and procedures for awarding and monitoring LSTA sub-grants. Pre-award risk assessments are conducted on grants over $25,000. The results are incorporated into grant requirements. The department issues an Official Grant Award Notification and monitors program progress and compliance by requiring recipients to submit interim and final financial and narrative reports on their respective projects and activities. Federal FFATA reporting is completed within 90 days of grant (or contract) execution. Staff members are available to answer questions and concerns for the duration of the grant.

A Grant Services Specialist housed in Agency Finance works with the LSTA Coordinator to manage sub-grants, ensuring that grant documents are aligned with state and federal policies and procedures, and that pre-award risk assessments and fiscal monitoring for grants over $50,000 are conducted. This helps ensure accountability for the use of funds and that local policies and procedures support federal and state guidelines. State Library Services follows federal records retention requirements for LSTA materials.

SLS has adopted a continuous improvement approach to our work, reviewing processes and procedures on a regular basis to ensure that they are helping us meet our goals in program administration. State Library Services assesses our progress in meeting five-year plan goals annually as part of our budgeting process. Summative evaluation of the five-year plan will tell the story of the impact of federal funds on the lives of Minnesotans.