State Library of Oregon

Library Support and Development Services

State Library of Oregon's

Library Services and Technology Act (LSTA) Five-Year Plan 2018-2022

Prepared for the

INSTITUTE *of* Museum *and* Library SERVICES

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Mission Statement

The State Library of Oregon provides leadership and resources to continue growing vibrant library services for Oregonians with print disabilities, the Legislature and state government, and all Oregonians through local libraries.

The Library Support and Development Services division of the State Library provides leadership, grants, and other assistance to improve library service for all Oregonians. In addition, staff from Library Support are available to Oregon library staff for consulting in a broad range of areas, such as statistics, school libraries, strategic planning, technology, and youth services in public libraries.

Needs Assessment

Process to Document Needs and Issues of Oregon's Library Communities

The process of identifying needs and issues to be addressed by this five-year plan began with the evaluation of the 2013-2017 Oregon LSTA Five-Year Plan. The State Library hired the Consulting Librarians Group to complete the evaluation, which included questions about needs in libraries addressed to seven focus groups and an online survey that had 386 responses. The survey ran from October 18 – November 1, 2016, and the focus groups were conducted from November 7-16, 2016. The State Library asked the evaluators to note key findings from their study and to develop recommendations. Participants were asked a series of questions about six major projects in the state's LSTA program, including the impact of and their satisfaction with each project, and areas of need not addressed.

A variety of data sources was used to develop the needs assessment potion of this plan. Input through the survey and focus groups done as part of the evaluation of the 2013-2017 LSTA plan identified some areas of concern. U.S. Census data and statistical information gathered through the Public Library Statistics program at the State Library were very useful in documenting need. See the list of references for other resources consulted.

The State Library annually collects public library statistical data and provides public notice and an open forum at semi-annual LSTA Advisory Council meetings to check that identified needs are of ongoing relevance.

An Environmental Scan of Oregon

Challenges of Geography

Issue
- Delivering quality library services to Oregonians in sparsely-populated areas

Oregon's population as of July 1, 2016 is 4,093,465. The population is spread over 95,988 square miles of land. Add to that 2,390 square miles of water, and Oregon covers 98,378 square miles, making it 9th in the United States for total area (U.S. Census Bureau, 2016).

The terrain of the state varies wildly from a lush temperate rain forest near the coasts, to productive farm lands, dramatic volcanoes and mountains, and to a high plains desert in the east with rugged

mountain ranges. Like other western states, Oregon has substantial federals lands within its borders; approximately 53 percent of its 61 million acres is federal lands, mostly managed by the Bureau of Land Management and the U.S. Forest Service, which do not add to the local tax base (Vincent, Hanson, and Argueta, 2017).

The vast majority of the state's population is concentrated in the Willamette Valley, a mix of urban and suburban communities and farm land. Other areas of the state pose a stark contrast. For example, Harney County (10,228 sq. miles) is larger in area than nine states in the United States, yet its population is less than 7,300. Many areas of the eastern part of the state have fewer than 5 people per square mile (U.S. Census Bureau, 2016).

In the rural counties of Oregon, a sparse population in combination with large square mileage and a high percentage of federal lands makes the provision of some library services challenging. For example, low tax revenues from limited locally-owned land and high costs of transportation make the provision of courier services difficult. The result can be a barrier for libraries to meet the broad information needs of their local communities.

Technology can close the distance gap, but good internet connections are slow in spreading to those areas as the great distances and sparse population are not very profitable for service providers. As a 2016 report by the Oregon Broadband Advisory Council states, "Though Oregon continues to be a leader in the adoption and utilization of broadband technologies when compared to other states, the 'Digital Divide' continues to exist. In past years, the Digital Divide referred to areas that had access to broadband services vs. those that did not. Today, it refers to differences in the quality of available service and to variances in rates of adoption between regions and demographic groups" (p. 3).
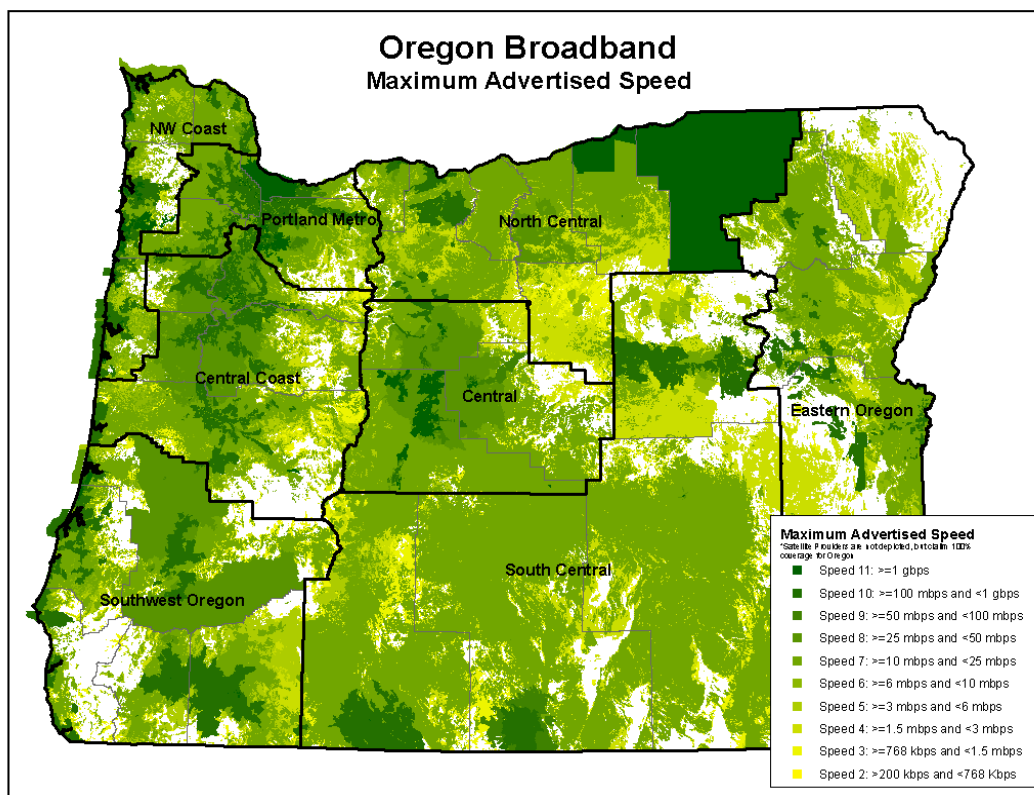
*Source: Oregon Broadband Advisory Council, p. 48*

The report continues that in Oregon "there are significant variances in the rates of adoption between regions and demographic groups. Notably adoption rates are notably lower in Eastern Oregon and in rural areas as compared to the I5 corridor and urban areas of the state. The 'Digital Divide' continues to exist and will continue to exist for the foreseeable future" (p. 51). This makes statewide library services challenging, as we must adapt services to a wide spectrum of patrons – from those without internet access to those with high-speed access and the latest devices.

Challenges of Changing Demographics

Issues
- Many Oregon libraries are not well situated to serve a rapidly growing population of seniors, ages 65+
- Many Oregon libraries are not adequately prepared to serve the growing Latino population and/or other emerging immigrant populations

According to a 2016 article by the State of Oregon Employment Department, "All across Oregon, the 65 and older population is the largest growing demographic" (Kaylor, n.p.). This is mainly due to the aging of the baby boomer generation but is also influenced by the migration of retirees to the state. For at least the next several years, the average annual growth of the elderly population will continue to be high.
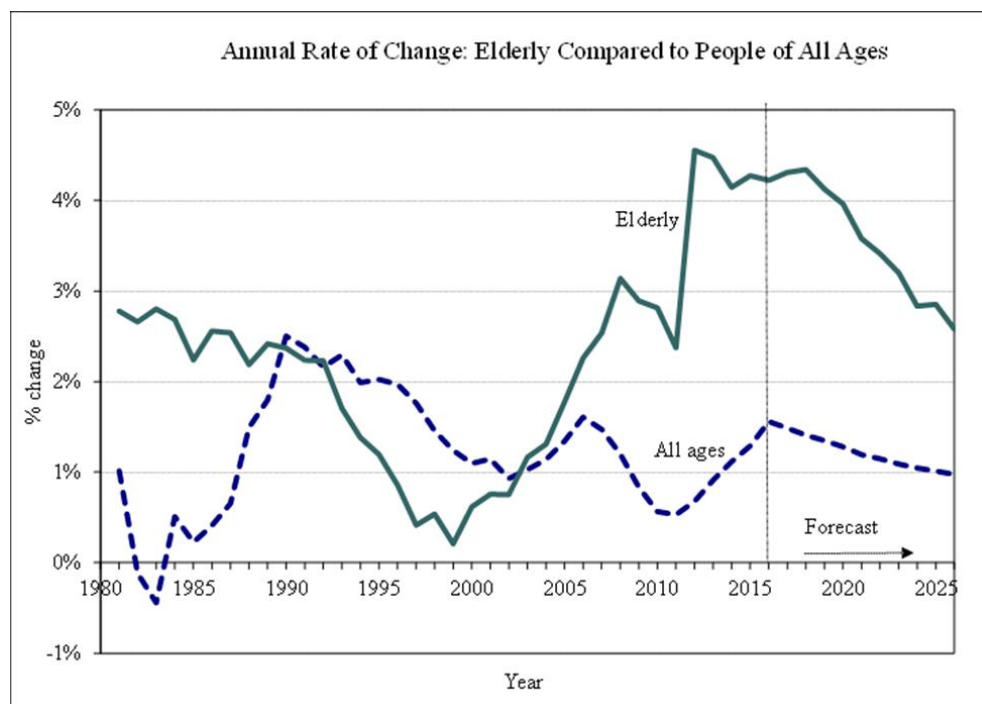
Source: Oregon Office of Economic Analysis

As a result, the Oregon Office of Economic Analysis argues that "demand for elderly care and services will increase rapidly" (p. 32). For libraries, this means more demand for senior services such as computer and digital literacy training, outreach to senior centers and nursing homes, and accessible resources and collections.

Oregon libraries are also facing "the challenge of serving an increasingly diverse population – with a growing Hispanic population in many parts of the state and large, diverse immigrant populations in the Greater Portland area" (Consulting Librarians Group, p. 5). In 2015, about 24 percent of Oregonians belonged to an ethnic or racial minority group (Kaylor). The Latino population is growing most rapidly, up 4 percent from 2000 and rising at a faster rate than the national average (Oregon Community Foundation). As a result, libraries are seeing an increased need for outreach to Latino communities, particularly to children and migrant populations. They are also having to adapt to serve the many languages of their communities. About 15 percent of Oregonians speak languages other than English at home. While Spanish is the major non-English home language statewide, there is a wide range of other languages, often concentrated in specific areas.
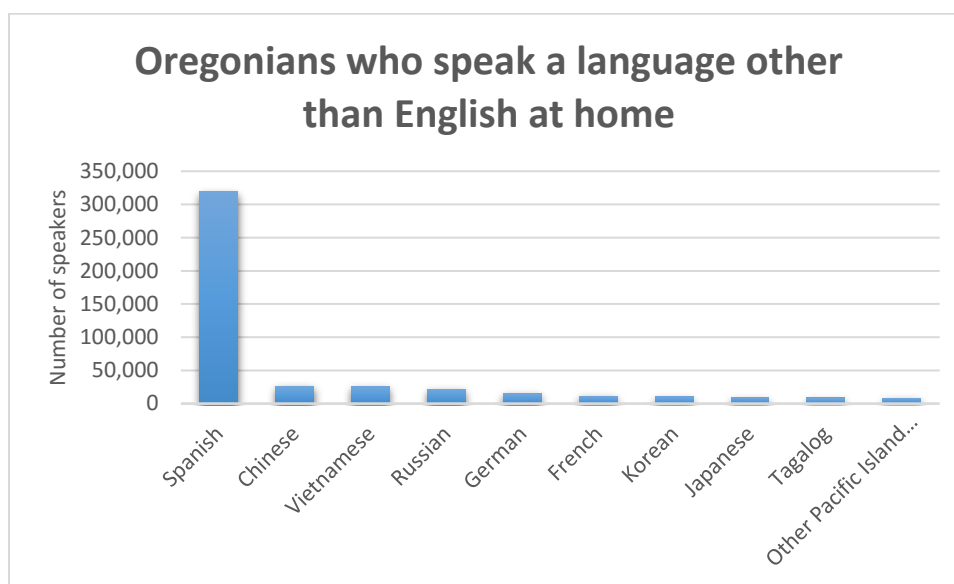
Source: U.S. Census Bureau, 2009-2013 American Community Survey

This increasing demographic diversity has made providing equitable and non-judgmental community spaces among the top future priorities for Oregon libraries (Consulting Librarians Group).

Challenges to Civic/Educational Institutions

Issues
- Long-term trend of budget shortfalls led to current situation of most school libraries being run by paraprofessional staff instead of licensed school librarians
- Many Oregon families lack access to affordable and convenient early learning, afterschool, and summer enrichment programs
- Library services and benefits not widely known or understood by our communities

In the last several years, teaching information literacy to K-12 students has become increasingly more important. A few reasons include because so many research or inquiry elements are embedded in the Common Core State Standards, which the Oregon Department of Education (ODE) adopted, and because college and career readiness is a current emphasis in Oregon schools and in ODE's state plan for implementing the Every Student Succeeds Act. As a result, a direct and major concern is the impact of many years of budget shortfalls that has led to the majority of school libraries in Oregon being run by

solo paraprofessional staff. In 1980, there were 818 full-time equivalent (FTE) licensed school librarians, which averaged to each serving 547 students. By 2015, the number of licensed school librarians dropped to 164 FTE, each serving an average of 3,515 students.

Licensed Librarians in Oregon Schools

Year	Licensed School Librarians (FTE)	Students per Licensed School Librarian
1980	818	547
1985	787	548
1990	731	635
1995	612	816
2000	555	929
2005	412	1,357
2010	308	1,822
2015	164	3,515
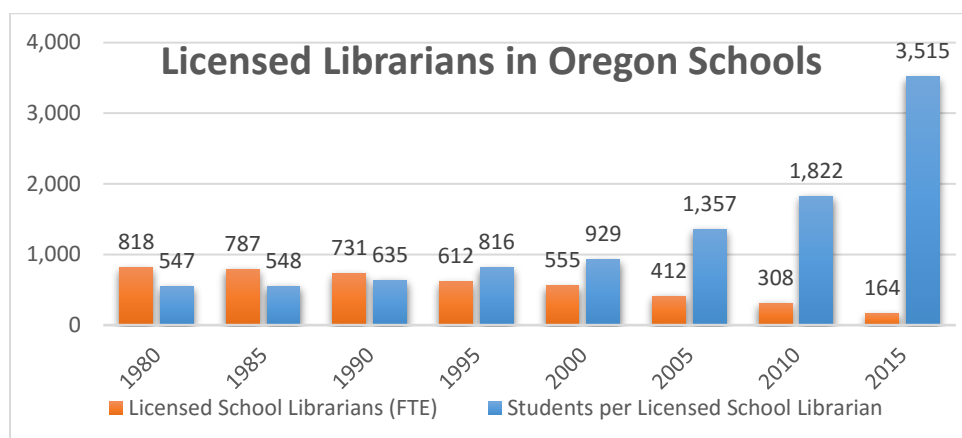
Source: Oregon Department of Education

That means that most Oregon K-12 students are not benefiting from direct instruction in information literacy from a librarian. Traditionally, classroom teachers who assign research projects focus on content mastery for the subject they teach rather than teaching the processes of research and inquiry. Additionally, "many teachers are not prepared to enter the classroom with the information skills they need to locate, evaluate, and effectively use resources that would enhance their instruction. Consequently, many teachers are not prepared to teach information and research strategies to their own students" (Luetkemeyer and Mardis, p. 7). That leads to gaps in students' skills, everything from how to develop inquiry questions to how to construct an advanced search and from how to check sources for authority to how to properly cite sources.

That also means that students who pursue a college degree are often not prepared for the rigors of university-level research (Barack). As one Oregon librarian wrote, "Far too many of them think that the first 20 returns on a Google search are sufficient 'research'" (Weible, n.p.). This is further complicated by the fact that many school districts cannot afford to subscribe to periodicals databases and other research-related subscription resources. That makes it that much more important to provide access to databases at the statewide level, yet it can be difficult to promote the availability of those quality resources when schools do not have licensed librarians to act as a point person and local expert.

Schools are also facing low preparedness and graduation rates. In 2016, 26 percent of high school seniors did not graduate (Children First for Oregon). Research shows that the two most significant indicators of high school graduation are kindergarten readiness and reading at grade level by the end of 3rd grade. Statistics show that most students learn at the same rate at school with direct instruction from qualified teachers. The achievement gap is primarily caused by the different levels of support children receive when they are not in school – before they start kindergarten, before and after school, and during summer vacation (Annie E. Casey Foundation). The problem is that many Oregon families lack access to affordable and convenient early learning, afterschool, and summer enrichment programs (Children First for Oregon). Libraries can help fill in the gaps by providing summer reading programs, partnering with schools for summer enrichment programs, and offering early literacy programs.

Despite what libraries offer, however, many library services and benefits are not widely known or understood by local communities. In *Evaluation of the 2013-2017 LSTA Five-Year Plan*, the Consulting Librarians Group noted that "telling the library's story and educating stakeholders about the value of libraries in today's environment was very much 'top of mind'" (p. 4). Libraries need to promote their resources and services, communicate with local governments, research stable funding models, and train their staff to be advocates.

Challenges of the Economy of Oregon

Issues
- Economic uncertainty statewide
- Unserved populations

State and county revenue streams have been particularly volatile of late. One major concern for county and city public libraries is the increasing cost of PERS, or the Public Employee Retirement System. As an article in *The Oregonian* asserts that as "it stands, pension payments cost government agencies and school districts across the state about $2 billion every two years, and they're panicking about the $885 million, or 44 percent jump, in required payments over the next two years" (Sickinger, n.p.).

The state is also suffering from the failure of Ballot Measure 97, which would have generated about $3 billion a year in new revenue by raising taxes on large corporations' gross receipts. "So instead of having an extra $6 billion over the next two year budget cycle," an Oregon Public Broadcasting article states, "Oregon leaders face a $1.4 billion deficit" (Foden-Vencil, n.p.). These funding challenges are impacting libraries, particularly those that are dependent on municipal funds (Consulting Librarians Group).

Also fresh on the minds of Oregonians is the impact of the loss of federal payments in lieu of timber receipts, which played a large role in the 2017 closure of the Douglas County Library System (Kavanaugh). Wallowa County is also facing severe budget shortfalls, which is now calling into question the future of library service in that area (Tool). Such closures contribute greatly to one of the ongoing challenges of Oregon's library community: providing some kind of public library service to the percentage of the state's population who is not served by a tax-supported public library. As of June 2017, about 310,335 Oregonians do not live in a tax-supported public library service area.[*] Most of the unserved are in Linn, Lane, Clatsop, Douglas, and Columbia counties in the western part of the state, with small pockets located elsewhere.

Challenges for the Future of Oregon

Issues
- Keeping up with the pace of technological change
- Changing library services to match the changing information needs of our communities

According to a 2017 study by the Pew Research Center, 77 percent of Americans own a smartphone, 69 percent use social media, 51 percent own a tablet computer, and 73 percent have broadband at home

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[*] *For city and county libraries that follow those boundaries, the calculation is from Portland State University's Population Research Center 2016 Annual Population Report Tables, Supplement 1 and Supplement 2. For library districts that do not follow city or county boundaries, the calculation is based on registered voter data received from county elections offices in May 2017 – after voter registration deadline for the May election.*

(Smith). This widespread adoption of technology into everyday life, in combination with the rapid evolution of those technologies, has Oregon libraries concerned about how to keep up with the pace of change. Libraries need staff who can understand and teach it, funds to purchase these technologies, and time to learn about and apply new standards. There is also concern about sustainable digital content and preservation, due both to the rapid change of new media and to the lack of time, supplies, and expertise of small libraries with unique collections (Consulting Librarians Group).

In coming years, Oregon communities are facing other major challenges, including "poverty, hunger, housing, financial insecurity, living wage, homelessness, transportation – all topped off by loss of social services" (Consulting Librarians Group, p. 12). 211info, an Oregon organization that connects people with community resources, reported that from January to March 2017 over 86,000 Oregonians requested help with such services.

Number of services requested across all contact types, grouped by problem need

Problem Need	Total Number of Requests
Housing	27,593
Utility Assistance	12,983
Food/Meals	8,514
Individual, Family and Community Support	6,201
Health Care	6,188
Legal, Consumer and Public Safety Services	3,938
Mental Health/Addictions	3,517
Income Support and Assistance	3,514
Disaster Services	3,503
Clothing, Household, Personal Needs	3,112
Transportation	2,814
Information Services	1,373
Volunteers/Donations	1,370
Employment	872
Education	767
Arts, Culture and Recreation	376
Other Government/Economic Services	322

Source: 211info

Mental Health America (2016) recently ranked Oregon last in their report, State of Mental Health in America, making it the state with the highest prevalence of mental illness and lowest rates of access to care, due to its high instances of homelessness, child maltreatment, and low graduation rates. Libraries are finding themselves on the front lines, filling in these gaps by hiring social workers, partnering with city and county departments and agencies, and positioning themselves as venues for discussions of civic issues and sources of information to work toward solving issues (Hines).

Goals and Projects

Goals are presented in priority order. Providing access to information and library services statewide through state and local activities is the first priority. LSTA makes possible huge savings through group projects and contracts which enable citizens in remote areas to share the same cultural and

informational resources as those in more populous areas. Despite broadband issues in some regions of Oregon, technology as a tool can build a highway to such information and shrink distances. Libraries need to increase efforts to monitor the pulse of the communities and evolve to remain relevant; hence, goal three encourages many types of evaluation. Goals four and five address ongoing needs for education, development of critical information skills, and opportunities to improve quality of life.

All projects are intended to run throughout the length of the plan (years 1-5).

Definitions and examples

- *Unserved*: Oregonians who do not live in a tax-supported public library service area and who would have to pay a fee to obtain a library card
- *Underserved*:
  - Oregonians whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location (Oregon Department of Education and Chief Education Office)
  - Oregonians who live in a tax-supported public library service area and are eligible for a library card at no additional cost, but have limited access to their library. Limited access includes but is not limited to the following: the library is only open a few hours or days per week, no materials are available online 24/7, a long distance from their home and/or place of work to their library, etc.
- *Improve their lives*: pass a test, get into college, get a job, learn a skill, improve their health and wellness, learn parenting skills, etc.
- *Enrich their lives*: learn a hobby, explore new ideas, participate in cultural events, engage in their community, etc.

Goal #1: Provide access to library services, materials, and information resources

Issues Addressed
- Delivering quality library services to Oregonians in sparsely-populated areas
- Economic uncertainty statewide
- Many Oregon libraries are not adequately prepared to serve the growing Latino population and/or other emerging immigrant populations
- Many Oregon libraries are not well situated to serve a rapidly-growing population of seniors, ages 65+
- Unserved populations

LSTA Purposes Served
- 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
- 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

- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth to age 17) from families below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with 42 USC § 990292)) applicable to a family of the size involved
- Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks

Outcomes

For projects serving Oregonians directly:

- Unserved and/or underserved Oregonians are more aware of available library services, materials, and information resources
- Unserved and/or underserved Oregonians intend to use library services, materials, and information resources more often
- Unserved and/or underserved Oregonians use library services, materials, and information resources to improve and enrich their lives

For projects serving library staff directly:
- Library staff use partnerships with other libraries and/or community organizations to expand and improve library services, materials, and information resources
- Library staff learn about innovative solutions to expand and improve library services, materials, and information resources

Projects

- Ongoing statewide projects
    - *Answerland*: The State Library hosts the statewide cooperative electronic reference service, Answerland. The 24/7 service allows anyone to connect to a librarian by live chat, email, or text messaging. LSTA monies fund the software, administration and coordinating staff, and training. About 40 partner libraries and several volunteers staff Answerland, answering questions from all over Oregon.
    - *Continuing Education*: The State Library provides several continuing education opportunities and resources to Oregon library staff, including a current collection of library science materials that Oregon library staff may borrow in support of their work and professional learning; and a statewide membership to Lyrasis, which provides Oregon library staff with opportunities for free and discounted professional development and discounts on library supplies.
    - *Statewide Database Licensing Program*: The State Library purchases basic electronic resources for Oregon libraries to provide to patrons. Currently the program includes a suite of databases from Gale, as well as test-preparation, skill-building, and job-seeking resources from LearningExpress. Access is available through public, academic, tribal, and school libraries. Oregonians without a local library may access the databases through the Libraries of Oregon website.
    - *Sage Courier Subsidy*: In light of the sparse populations, low operating budgets, and long distances in Eastern Oregon, LSTA monies subsidize 25 percent of the Sage Library System courier costs. This ensures that small libraries are able to participate in resource

sharing via the Sage Library System.

- Potential competitive grants[†]
  - Extending services to unserved populations
  - Outreach to seniors and/or special populations
  - Developing multilingual collections

Goal #2: Use technology to increase capacity to provide access to library services, materials, and information resources

Issues Addressed
- Delivering quality library services to Oregonians in sparsely-populated areas
- Economic uncertainty statewide
- Keeping up with the pace of technological change
- Unserved populations

LSTA Purposes Served
- 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
- Establish or enhance electronic and other linkages and improve coordination among and between libraries and entities, as described in 20 USC § 9134(b)(6), for the purpose of improving the quality and access to library and information services
- Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks

Outcomes
For projects serving Oregonians directly:

- Oregonians are aware of library services, materials, and information resources they can access anytime and anywhere
- Oregonians access the library services, materials, and information resources they need
- Oregonians use library services, materials, and information resources to improve and enrich their lives

For projects serving library staff directly:
- Library staff use technology to expand and improve anytime and anywhere access to library services, materials, and information resources for Oregonians
- Library staff use technology to save money, save staff time, and/or create other efficiencies

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[†] *Each year the State Library uses LSTA monies to fund competitive grants to legally established libraries and non-profit entities serving libraries in Oregon. Public, academic, and special libraries are eligible. School libraries are also eligible, but school library grants should be high profile and coordinated with the Oregon Association of School Libraries. The State Library does not award grants to individuals. A primary criteria in awarding a grant is that it supports the state's Five-Year Plan or the purposes of the Library Services and Technology Act.*

Projects

- Ongoing statewide projects
  - *Continuing Education*: The State Library provides several continuing education opportunities and resources to Oregon library staff, including supporting WebJunction content, online courses, and webinars; the weekly technology e-newsletter, Tech-Talk; and access to Skillsoft with over 500 online courses, 30,000 short instructional videos, and job aids covering a wide range of technology and business topics.
  - *E-rate Assistance*: The State Library uses LSTA funds to assist libraries in applying for the Schools and Libraries (E-rate) Program which provides discounts for public libraries to obtain affordable internet access and telecommunications services. E-rate funds five service types: Data Transmission Services and Internet Access, Voice Services, Internal Connections, Managed Internal Broadband Services, and Basic Maintenance of Internal Connections. State Library assistance includes conducting a needs assessment, coordinating training, and providing consulting services.

- Potential competitive grants
  - Digitization of important Oregon historical information
  - Shared Integrated Library System (ILS) projects
  - Technology training for library staff

Goal #3: Promote evidence-based practice in libraries

Issues Addressed
- Changing library services to match the changing information needs of our communities
- Library services and benefits are not widely known or understood by communities

LSTA Purposes Served
- 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.

Outcomes
For projects serving Oregonians directly:

- Oregonians are confident their library provides services, materials, and information resources that are relevant and valuable to them
- Members of library governing bodies have the information and resources they need to make decisions about the library

For projects serving library staff directly:
- Library staff learn about evidence-based practices to improve library services, materials, and information resources
- Library staff apply evidence-based practices to improve library services, materials, and information resources

Projects

- Ongoing statewide projects
  - *Edge Initiative*: The State Library uses LSTA funds to allow all public libraries to participate in Edge, a nationally recognized online management and leadership tool that assists libraries and local governments to work together to achieve community goals. With this professional tool, libraries can be better positioned to use technology services to address community needs such as creating a stronger economy, ensuring workforce development, and leading lifelong learning.
  - *Library Statistics*: This project encompasses the collection of different kinds of library statistics used by local, state, and national groups for planning, advocacy, and education. The State Library collects public library statistics and shares them with the state and with the federal government through the Public Library Statistics Cooperative (PLSC). The library also collects school library data from the Oregon Department of Education to compare to the state's Quality Education Model. Though 99 percent of school libraries fail the model, it is a way to make school administrators aware of minimum staffing and resource spending guidelines.

- Potential competitive grants
  - Outcome-based evaluation training for library staff
  - Community assessment projects
  - Evaluating the impact of existing programs and services

Goal #4: Develop information literacy skills

Issues Addressed

- Long-term trend of budget shortfalls led to current situation of most school libraries being run by paraprofessional staff instead of licensed school librarians

LSTA Purposes Served

- 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

Outcomes

For projects serving Oregonians directly:

- Oregonians learn information literacy skills
- Oregonians are more aware of information literacy resources
- Oregonians use information literacy resources to improve and enrich their lives

For projects serving library staff directly:
- Library staff are knowledgeable about information literacy skills
- Library staff demonstrate and/or model effective information literacy skills

Projects

- Ongoing statewide projects
    - *Oregon School Library Information System (OSLIS)*: OSLIS is a website designed for K-12 students and educators and has three main elements: information literacy resources, to guide students through the research process; Citation Maker, a tool for creating a bibliography in APA or MLA format; and access to the statewide databases, providing quality information to support classroom instruction and student research and providing test-preparation and skill-building resources.
    - *School Library Consulting*: The School Library Consultant (SLC) serves as a resource to Oregon K-12 school library staff. In response to inquiries, the SLC answers questions, gathers resources, and/or provides guidance. Additionally, the SLC tracks data about the number of school library staff in the state, educates about the role of strong school library programs, serves on a variety of school library-related committees, and is the State Library representative on the Oregon Association of School Libraries Board.

- Potential competitive grants
    - Developing, integrating, and/or applying statewide standards, like the Common Core State Standards or the Oregon School Library Standards
    - Partnerships between K-12 and higher education focusing on skills alignment
    - Partnerships between schools and public libraries focusing on homework support

Goal #5: Foster lifelong learning

Issues Addressed
- Changing library services to match the changing information needs of our communities
- Many Oregon families lack access to affordable and convenient early learning, afterschool, and summer enrichment programs
- Many Oregon libraries are not adequately prepared to serve the growing Latino population and/or other emerging immigrant populations
- Many Oregon libraries are not well situated to serve a rapidly growing population of seniors, ages 65+

LSTA Purposes Served
- 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
- 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
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth to age 17) from families below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with 42 USC § 990292)) applicable to a family of the size involved

Outcomes

For projects serving Oregonians directly:

- Oregonians enjoy reading and/or learning and choose to read and/or learn more often
- Oregonians use library services, materials, and information resources to improve and enrich their lives
- Oregonians use the library to engage in their communities

For projects serving library staff directly:
- Library staff learn about their community – community problems, priorities, goals, cultures, languages, values, and interests
- Library staff apply their knowledge of the community to meet the needs and wants of local Oregonians

Projects

- Ongoing statewide projects
    - *Continuing Education*: The State Library provides several continuing education opportunities and resources to Oregon library staff, including coordinating the Focus on Children and Young Adults Institute – a three-day, intensive training on the principles of children's and teen public library services.
    - *Oregon Battle of the Books*: LSTA funds are used to support the annual Oregon Battle of the Books program implemented by the Oregon Association of School Libraries. Children in grades 3-12 read selected books and then compete in a quiz-style tournament.
    - *Youth Services Best Practices*: In 2007, the State Library identified three public library youth services best practices based on findings from the LSTA-funded 2006 Statewide Early Literacy Initiative. The best practices are summer reading programs, outreach to underserved youth, and early literacy training for caregivers. The purpose of the Youth Services Best Practices project is to provide public libraries the resources, training, and consulting they need to implement the youth services best practices. The desired outcome is to increase the number of children and teens in Oregon with access to a public library that implements all three best practices.

- Potential competitive grants
    - Developing and offering programs and services for seniors
    - Developing and offering intergenerational programs and events
    - Developing and offering afterschool and/or summer school lunch programs
    - Developing and offering early and adult literacy programs
    - Creating makerspaces

Coordination Efforts

Crosswalk

This crosswalk maps the State Library of Oregon's ongoing statewide projects with IMLS' Measuring Success focal areas. The State Library's Competitive Grants program may map to one or more of the goals or focal areas, depending on the topic and scope of the sub-grants issued.

State Goal	IMLS Focal Area	IMLS Intent	Associated Statewide Project(s)
#1: Provide access to library services, materials, and information resources	Information Access	Improve users' ability to discover information resources	Answerland, Statewide Database Licensing Program
		Improve users' ability to obtain and/or use information resources	Sage Courier Subsidy
	Institutional Capacity	Improve the library workforce	Continuing Education (Library and Information Science Collection, Lyrasis statewide membership)
Goal #2: Use technology to increase capacity to provide access to library services, materials, and information resources	Institutional Capacity	Improve the library workforce	Continuing Education (WebJunction, Tech-Talk, Skillsoft)
		Improve the library's physical and technological infrastructure	E-rate Assistance
Goal #3: Promote evidence-based practice in libraries	Institutional Capacity	Improve the library's physical and technological infrastructure	Edge Initiative
		Improve library operations	Library Statistics
#4: Develop information literacy skills	Institutional Capacity	Improve the library workforce	School Library Consulting
	Lifelong Learning	Improve users' general knowledge and skills	Oregon School Library Information System
#5: Foster lifelong learning	Institutional Capacity	Improve the library workforce	Continuing Education (Focus on Children and Young Adults Institute)
			Youth Services Best Practices
	Lifelong Learning	Improve users' general knowledge and skills	Oregon Battle of the Books

Coordinating with Other State Agencies and Offices

The State Library of Oregon will continue to coordinate efforts at the state level through partnerships with the Oregon Department of Education, Oregon Library Association and Oregon Association of School

Libraries, OregonASK (a collaboration of public and private organizations and community members which seeks to address common issues and concerns across all out-of-school time services – child care, recreation, education, and youth development), and WorkSource Oregon (a statewide network of public and private partners working together for businesses and workers). Coordination at the national level will include participation in the Collaborative Summer Reading Program and selected programs of the American Library Association and other entities.

Competitive grant project applicants will be encouraged to obtain input from local and statewide partners, as appropriate, in preparing proposals and implementing programs at the local level.

Evaluation Plan

The following methods will be used to monitor progress toward meeting plan goals:

- All statewide and local projects funded through LSTA will include an evaluation plan that uses output and outcome data to assess project impact.
- Library Support staff will review the overall effectiveness and impact of LSTA-funded programs in addressing stated goals and outcomes, at the conclusion of every grant cycle. Results-based management will be used in developing yearly plans that address current and emerging needs.
- The State Librarian, Library Support staff, and the LSTA Advisory Council will monitor the need for amending this five-year plan based on the library environment, changes in funding, and any concerns that may affect plan implementation.
- The evaluation of the full five-year plan will be conducted by an independent evaluator and will encompass retrospective assessments, process assessments, and prospective analysis or other areas as identified by the Institute of Museum and Library Services.

Stakeholder Involvement

The LSTA Advisory Council assists the State Library Board in carrying out Oregon's LSTA state plan by being involved in the review of project proposals, making recommendations to the Board, evaluating progress in accomplishing the plan, and advising the Board about any issues concerning the LSTA federal library grant program.

The LSTA Advisory Council consists of thirteen members and is broadly representative of library entities in Oregon, including public, school, academic, and special libraries. Members are solicited from the library community; the State Librarian, with the assistance of Library Support staff, makes membership recommendations to Board; and the State Library Board approves the recommendations. Special consideration is given to ensure that the following are represented: geographic areas of the state, library users, the underserved, and persons with disabilities. Terms are three years, with possible re-election.

Communication and Public Availability

Staff in Library Support endeavor to make Oregon's LSTA program highly transparent. They communicate via Oregon library electronic mailing lists and the State Library's newsletter about LSTA competitive grant opportunities. All competitive grant information is also posted online for many years – proposals, activities, and final reports. All forms and important documents are available via the web at

http://www.oregon.gov/osl/LD/Pages/LSTA/index.aspx. Library Support staff apply to present a session at the Oregon Library Association conference when a new plan is developed, and members of the LSTA Advisory Council communicate about the development and implementation of the state plan with library staff and constituencies in their areas.

Monitoring

The State Library of Oregon's Data and Federal Programs Consultant and the Library Support and Development Program Manager will share the responsibility of monitoring the implementation of and progress towards Oregon's Library Services and Technology Act Five-Year Plan, 2018-2022. The State Library's LSTA Advisory Council will also monitor the activities undertaken with LSTA funds on a regular basis. They will receive annual reports from statewide outsourced projects, an annual cumulative report of ongoing programs and grants by goal, and an annual report of targets. The ultimate implementation of the LSTA plan will be overseen by the State Librarian and the State Library Board.

Assurances

The following certifications and assurances are available:
- Program Assurances for 2018 Grant Award (includes compliance with internet safety, trafficking in persons, nondiscrimination, debarment and suspension, drug-free workplace, federal debt status, and lobbying requirements)
- Assurances of Non-Construction Programs
- State Legal Officer's Certification of Authorized Certifying Official
- Internet Safety Certification for Applicant Public Libraries, Public Elementary and Secondary School Libraries, and Consortia with Public and/or Public School Libraries

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