Arizona 2008-2012 LSTA Plan
**Prepared by the
Arizona State Library, Archives and Public Records
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Overview

The Arizona State Library, Archives and Public Records serves the information needs of Arizonans through six divisions: Braille and Talking Books Library; History and Archives; Law and Research Library; Library Development Division; State Capitol Museum; and Records Management. As a legislative agency, an important role of the Arizona State Library is to provide professional legislative support. The Arizona State Library has historically used LSTA funds to support both a strong subgrant program, as well as a number of statewide programs carried out by State Library staff. GladysAnn Wells, Arizona State Librarian, chose to rigorously evaluate the 2003-2007 plan, and to build planning for 2008-2012 into that process. Significantly, 2012 marks Arizona's Centennial Statehood Anniversary.

Through the evaluation and planning process, the State Library staff learned that librarians across the state valued the mix of subgrant and statewide programs. The process validated a belief on the part of Ms. Wells and the staff that there is no one way or one answer to provide statewide library services. There are no cookie-cutter models. After reflecting on how to ready librarians for the near future, the Arizona State Library staff believes that the best course is to equip librarians with the skills and resources to identify, assess and address the needs of today and tomorrow, thereby expanding their capacity to be responsive leaders in shaping the future of their Arizona communities. That is the primary focus of this LSTA Plan.

As evidenced in this report, that conclusion was reached after significant research. This report begins with a discussion of a 2007 report *America's Perfect Storm*. The report outlines three forces impacting the United States: substantial disparities in skill levels; seismic economy changes; and sweeping demographic shifts. The report quickly overlays those national trends with a look at Arizona issues. Arizona will grow to 7.3 million people by 2012 according to U.S. Census Bureau projections, following a 15 percent increase in population between 2000 and 2005. In 2005, Arizona had the largest economic surge in the state's history. Aside from the challenges of digital literacy, Arizona communities face huge demands for basic literacy and English as a Second Language.

Working within a border state with explosive growth patterns, Arizona librarians face a broad range of social, educational and economic challenges. Libraries, whether urban or rural, face dramatic shifts in service areas and customer expectations, along with the challenge of developing and maintaining services that are responsive to ever-changing community needs.

The report then discusses information gathered through the needs assessment. This information is organized around four questions: How do individuals look for information?; How do individuals see the role of the public library?; What do Arizona librarians think about public libraries?; What do legislators think about their library service?. The needs assessment was also informed by a public opinion survey conducted by Northern Arizona University's Social Research Laboratory. The survey found that in general, Arizonans hold a very positive view of public libraries; 68 percent of Arizonans rate public libraries as "very good" or "good." Despite these positive findings, many of those surveyed agree that "public libraries are becoming irrelevant since people can find almost anything they need on the Internet."

Based on research, the needs assessment and the agency's mission, State Library staff identified four primary areas of need, and five goals, The goals will be achieved via a mix of targeted initiatives and competitive grants, the latter providing seed money for innovation. The goals, organized around the "Five C's of Service," are purposely broad in nature and limited in number to provide flexibility for creative community-responsive initiatives and leveraging of local funds. Matrices provide additional details on outcomes, projects and measures.

The areas of need are:
- **Lifespan Learning Continuum** addresses needs from birth to end-of-life to develop, improve and extend skills and interests vital to a productive and rewarding life.
- **Virtual Access** addresses needs for all age groups to be aware of, access and successfully use digital resources for school, work, or personal enrichment.
- **Training, Education & Consultant Support** addresses professional development, direction and support for librarians and library staff to maintain the knowledge and skills required to serve effectively in the 21st century.
- **Centennial Experiences** addresses the need for communities to view historic accomplishments in the context of current achievements, while creating collaborative community relationships for future success.

The Goals and Five C's of Service are:
- **Customer Experience**
  Goal: Arizona libraries will offer virtual and physical customer experiences for traditional and alternative library audiences to enhance the user's ability, regardless of literacy level, to find and use information and services available to them.
- **Community Responsiveness**
  Goal: Arizona communities will recognize library staff as having the ability to participate in assessing community needs, identifying resources and planning collaboratively to address needs and opportunities via a portfolio of library services and programs that educate, inform, and interest community members.
- **Continuous Progress**
  Goal: Arizona librarians will expand and enhance their ability to meet the lifespan learning needs of Arizonans.
- **Collaboration**
  Goal: Arizona libraries will use partnerships and collaboration with various types of libraries and cultural institutions to extend services, to reach new audiences, to

better serve the information needs of the rapidly growing, culturally and demographically diverse Arizona population.
▪ **Connections**
Goal: Arizonans will view libraries as trusted, knowledgeable, easy-to-access sources of information whether they connect in person, online or via another organization.

This report includes information on stakeholder involvement, which included two studies from professional consultants; a public opinion survey conducted by NAU Social Research Laboratory; a web-based survey of participants in the State Library's continuing education programs; focus groups and presentations to various organizations. Communications procedures describe a variety of methods: via web, publications and presentations to the library community, political leaders, US congressional delegates, and State Library staff. A final section describes monitoring of both statewide programs managed by State Library staff, and sub-grants, both to make sure project directors have the tools they need to be successful, and that they report on their projects in helpful and timely ways.

Agency Mission

The agency serves the Arizona Legislature and Arizonans, providing public access to public information, fostering historical/cultural collaborative research and information projects and ensuring that Arizona's history is documented and preserved.

Agency Goals:
➤ Providing prompt, professional legislative support
➤ Preserving and documenting Arizona's history
➤ Providing access to public information
➤ Promoting statewide collaboration for historical and cultural institutions.

Through its divisions, the Agency provides access to unique historical and contemporary resources:
➤ Archives of historical records in Arizona
➤ Library consulting assistance to libraries
➤ Library for the visually and physically disabled
➤ Museums on state government history and people of the state
➤ Public records management program
➤ Research and law library (includes Federal Regional Depository and State Depository).

Needs Assessment

The Landscape: America's Perfect Storm

America's Perfect Storm: Three Forces Changing Our Nation's Future, (Educational Testing Service (ETS) Policy Information Center, January 2007) paints a grim picture of our nation's future. Education and literacy levels underpin sobering shifts in economic opportunity and portend a decline in our nation's position on key indicators relative to

other countries ranked by the Organization for Economic Co-operation and Development (OECD).

According to the ETS report, three forces impacting our country are:
>Substantial disparities in skill levels (reading and math) ;
>Seismic economic changes (widening wage gaps);
>Sweeping demographic shifts (less education, lower skills).

In addition huge differences exist across groups as defined by race/ethnicity, country of birth and socioeconomic status. These differences influence social, educational and economic opportunities. Following is a series of findings from ETS about the "Perfect Storm" forming in the U.S.:

A recent OECD report ranks the United States as 16th out of 21 OECD countries in high school graduation rates. Technology and globalization have combined to restructure the U.S. workplace. Manufacturing continues to decline and contributed only 10.7 percent of total employment in 2003. Two-thirds of U.S. job growth between 1984 and 2000 was in positions associated with a college-level education. The expected lifetime earnings of males with a bachelor's degree in 2004 were 96 percent higher than peers with a high school diploma.

Bottom line in the U.S. and in Arizona: The growth of human capital and its distribution is shifting in the wrong direction creating significant gaps. Job growth, requiring increased educational and skill levels, is being matched against declining literacy and numeracy levels in the working-age population.

The Arizona Landscape

From a 2006 population of 6,239,482, Arizona will grow to 7,370,993 people by 2012 according to U.S. Census Bureau projections. This projected increase of 18 percent will add the equivalent of the entire population of the state of Rhode Island and then some. This growth follows a 15 percent increase in population between 2000 and 2005.

Growth, by any measure, is the word most often heard from people when asked about Arizona, its communities, or its challenges. Rapid growth is affecting every aspect and every area of the state. The impact touches everything from infrastructure services like roads and utilities, to zoning and quality of life issues like clean air. Libraries, whether urban or rural, are facing dramatic shifts in service areas and customer expectations, along with the challenge of developing and maintaining services that are responsive to ever-changing community needs.

Nationwide, Arizona ranks in the top ten by both percentage of growth (the fastest growing state in the U.S.) and numeric population (6-plus million people). The State of Arizona had four counties on the list of fastest-growing U.S. counties (*Population Estimates for the Fastest-Growing U. S. Counties by Percentage Growth from July 1, 2004 to July 1, 2005)*. Pinal was the highest ranked Arizona County coming in 7th with a 6.9 percent growth from 2004 to 2005. Arizona had five counties on the list of U.S. counties with the largest numeric increase from 2000 to 2005 (Maricopa, Pima, Pinal, Yavapai, and Mohave). Maricopa County, which includes the Phoenix metropolitan area, ranked number one on this list with an increase of 563,191 people bringing its population to over 3.6 million in 2005 and making it the fourth largest county in the United States.

By year-end 2006, Maricopa County had grown to 3.8 million residents according to the Census Bureau.

Surprising to some, Arizona's fast growing population is younger than the national average. The median age in Arizona is 34.2; the median age for the nation is 35.3 years. The proportion of those younger than 25, as well as those over 65, is roughly the same as the U.S. overall. Nevertheless, by 2020, one in four Arizonans will be over age 60.

Of the six million residents of Arizona, approximately four million live in the Phoenix metropolitan area, and nearly one million more in the Tucson metro area. This uneven population distribution creates a rural / urban imbalance in resource allocation, services and infrastructure.

Not included in the population figures is the additional demand created by a huge influx of "snowbirds" – winter visitors flocking to Arizona's mild climate. The state's seasonal population adds an estimated at 300,000 individuals who spend an estimated $1 billion while they're in Arizona, according to an annual winter resident study conducted by the Center for Business Research at Arizona State University. Additionally, research by Northern Arizona University shows more than three-quarters of Arizona's winter visitors are over 60 years old.

Populations double or triple in many small rural communities during winter months, and demand for library services increases exponentially. Arizona libraries face every dimension of growth in meeting the needs of children, teens and adults of all ages. Rapid community growth and seasonal population swings make planning for everything from library services to the library's physical and virtual space a challenge for Arizona's libraries.

Diversity in background, education and ethnicity come with the rapidly changing population. According to the 2000 U.S. Census, Arizona population composition by race was: White 88.72 percent, Black 3.67 percent, American Indian 5.47 percent, Asian 2.15 percent (persons of Hispanic Origin may be of any race – Hispanic Origin was 22.00 percent). Between 2000 and 2005, Arizona's Hispanic population grew by 32 percent.

While "American Indian" accounts for only 5.47 percent of the Arizona population, the state has the third highest number (and sixth highest percentage) of Native Americans in the U.S. (2003 Census Bureau estimates). Arizona is home to 21 federally recognized tribes and over 250,000 Native Americans (2000 Census). Reservations and tribal communities make up more than a quarter of the state's land.

Domestic migration in and out of Arizona continues at a strong pace, whether it is snowbirds deciding to become residents or families retreating from higher-priced, densely-populated communities in California or southern Nevada.

Migration from outside the U.S. accounts for four percent of the state's population based on 2000 Census data for movers who had a different residence outside the U.S. five years prior.

According to the Brookings Institution, recent foreign immigration patterns show more immigrants in suburbs than cities. Those who do move to urban areas are choosing cities with relatively little history of immigration like Phoenix. Brookings cites schools, hospitals, the workplace and libraries as the factors that determine how people assimilate – or not.

This constant immigration churn has created a diverse population, not only by race, but also by education, income and birthplace. Working within a border state with explosive growth patterns, Arizona librarians face a broad range of social, educational and economic challenges.

Economy

Arizona's economy, and its history, can be traced through the Five C's: copper, cattle, cotton, citrus, and climate. The state seal embodies these historic economic engines. While the "Five C's" continue to play an important role, Arizona's economy has expanded to include aerospace, electronics, semiconductor, software, biomedical and other high-technology sectors.

Based on size, real estate and rental industries, tourism, government and construction are the largest economic sectors in Arizona. Service jobs outnumber manufacturing jobs. The Arizona economy has diversified, and high-tech employers like Google and Intel have chosen Arizona for their businesses.

More recently, Arizona ranked second in the nation in non-farm job growth, based on percentage of change January 2007 over January 2006 (+4.64 percent). The national average was 1.67 percent change. Among states in the West, Arizona is expected to generate the second highest rate of job growth, 3.6 percent, according to the *Western Blue Chip Economic Forecast.*

In 2005 Arizona had the largest economic surge in the state's history. Arizona's five metro areas – Flagstaff, Phoenix-Mesa-Scottsdale, Prescott, Tucson and Yuma – produced 92 percent of the state's Gross State Product according to the 2005 *State of the State Report: Arizona.*

Climate, one of the five C's, accounts for a healthy tourism industry with more than 13.3 million people visiting the Phoenix metropolitan area, the Valley of the Sun, each year. Visitors to Arizona spend $6 billion annually. Cultural, historic, sports and entertainment opportunities abound drawing visitors and providing rich opportunities for collaboration with libraries and other community organizations.

Initiatives from government and industry focus on innovation; yet much more is needed to provide an infrastructure that supports today's global knowledge-based economy. Arizona's "new economy" ranks 20th in the nation based on factors like IT professionals, workforce education, fast-growing firms, and managerial, professional, technical jobs along with other new economy indicators, according to *The 2007 State New Economy Index* from the Information Technology and Innovation Foundation (ITIF) www.innovationpolicy.org). The ITIF study used 26 indicators to assess how state economies are structured and operating as new economies.

A 2007 study by the Urban Institute found that public libraries build a community's capacity for economic activity and resiliency. Libraries provide economic stability directly through positive use of public space, and indirectly through the services and resources they provide to local businesses, workers and entrepreneurs. Given their potential contribution to community resiliency, librarians should be active participants in assessing and meeting the needs of the communities they serve.

Education and Lifespan Learning

Because the new economy is digitally-based, education and related literacy levels face significant challenges. Computer literacy, financial literacy, and analytical skills are the "reading, writing and arithmetic" of the 21st century. In the new economy, business and government transactions are increasingly conducted only via digital (virtual) access. Everything from entry-level job applications to applying for government services and benefits requires computer skills.

The number of people online is a basic indicator of progress toward a new economy. By 2006 in the U.S., almost 75 percent of U.S. adults were online, and Arizona was number 17 of the 50 states with 63.6 percent of its population online. In the 2007 ITIF study, Arizona was 37th in integration of technology in schools. The state cannot continue educating tomorrow's workforce with yesterday's tools and has made it a priority to develop a highly skilled, well-educated workforce.

Aside from the challenges of digital literacy, Arizona communities face huge demands for basic literacy and English as a Second Language. In Arizona, 20 percent of people aged 16 and older (819,500 based on 2000 U.S. Census) do not have a high school diploma or GED and are not enrolled in school. Of adults aged 18 and older, 6.5 percent (246,170) cannot communicate effectively in the English language. There is a direct relationship between low literacy levels and unemployment and poverty. Almost 90 percent of adults enrolled in Arizona Adult Education read below the 9th grade level. Both of these factors severely limit participation in the "new economy."

The greatest predictor of a child's success in school is the education level of the parent. Unfortunately, many parents lack the skills necessary to help their children succeed in school. Approximately 38 percent of people enrolled in Arizona Adult Education programs are unemployed and a high percentage of those people are receiving public assistance. Of the families enrolled in Arizona Family Literacy, 90 percent have annual incomes below $25,000. Studies have shown that median weekly earnings increase with each level of literacy (National Center for Education Statistics, *Literacy in Everyday Life*, April 2007).

Lifespan learning, from birth to end-of-life, is another dimension of the educational focus. An interest in learning, along with skills to find, analyze and use information, is a key to economic and physical well-being in the 21st century. Libraries play a pivotal role in this area.

Needs Assessment: Building on a Solid Foundation

This Five-Year Plan addresses needs identified from stakeholders, public opinion surveys, consultant reports and other data gathering conducted over a six month period in Arizona. National studies about trends in library services, customer perception, and

the changing role of the library, added to the context for assessment. From this information, the following ideas consistently arose as needs, perceptions or issues to be addressed by this plan. [The representative comments below are taken verbatim from survey responses.]

How do individuals look for information?
  ➢ Use online access in general and the Internet in particular
  ➢ Choose online access as the first, and sometimes only choice
  ➢ Ask a colleague, friend or other source (sometimes online)
  ➢ Check print sources
  ➢ Use multiple sources.

How do individuals see the role of the public library?
  ➢ A place to find books and a source for "out of print" materials
  ➢ A place for popular reading material whether print or audio
  ➢ An important source of Internet access, even if users can access it at home or work
  ➢ A place "snowbirds" and travelers use for email and meeting new people
  ➢ A key source of more current technology and learning how to use it
  ➢ A place to learn how to do research and use resources such as databases
  ➢ A place that serves all ages and interests by focusing on customer needs
  ➢ A place that provides equal access for those on the wrong side of the digital divide
  ➢ A community center, especially in small rural towns
  ➢ A place to bring people together or a resource to go out to them
  ➢ A portal to community groups, resources and activities
  ➢ A place that provides choices and "human touch" in finding information
  ➢ A place in cyberspace for 24/7 use
  ➢ A facility where upkeep, use of space, lighting and atmosphere are important
  ➢ A place where convenience is expected: *"My view of the library is to have what I want, when I want it, and how I want it."*

What do Arizona librarians think about public libraries?
[Feedback from a cross-section of Arizona librarians including those from urban and rural, academic and school settings]
  ➢ Libraries are struggling to keep up electronic resources and equipment
  ➢ Libraries need to be positioned as relevant and central to the community
  ➢ Library staff need training on how to respond to the needs of the communities they serve
  ➢ Current Arizona LSTA broad-based priorities work well and support a variety of projects
  ➢ Statewide purchasing, e.g., databases, is a valued service
  ➢ The State Library fosters collaboration as "a neutral arbitrator among players"
  ➢ School librarians wanted to participate more in state library initiatives
  ➢ Academic libraries want to be more involved with public libraries
  ➢ We are a leading state because of the state library. Their customer service is amazing.

What do legislators think about their library service?
The Arizona State Library, Archives and Public Records serves the information needs of Arizona citizens as authorized by Arizona Revised Statutes §41-1331 through §41-1352.

Organizationally, the agency is aligned with the Legislature. The Board of Library, Archives and Public Records exercises general supervision over the Arizona State Library, Archives and Public Records, and appoints the Director of the Arizona State Library, Archives and Public Records. The Director serves at the pleasure of the Board. When asked about the role of the State Library, current and former Arizona state legislators provided the following feedback:

➢ The State Library has networked with legislators, sparked interest and raised awareness of the library and archives
➢ Progress is being made with a link between education and libraries
➢ The legislative newsletter is useful – need to continue to create awareness
➢ Customer service was rated as excellent by participating legislators
➢ Useful services included a list of current issues, intern orientation, database training for legislative staff, and helpful information on records retention and records management
➢ The State Library is described as a "leader going into the 21st Century"
➢ "A true resource for these [small town] libraries" – sending consultants out to help library staff and providing access to materials from interlibrary loan to databases – a big job due to growing urbanization in rural areas
➢ The archival role is important to local libraries – providing public libraries with support to "keep the history of Arizona."

Public Opinion Survey Findings

Northern Arizona University conducted a statewide telephone survey for the Arizona State Library, Archives and Public Records in fall 2006. A random sample of 1,202 adult residents of the state participated in the survey. Consistent with national public opinion surveys about libraries, the Arizona public opinion poll found: "There is nearly unanimous understanding of the importance of public libraries" and very positive attitudes about public library services. Other information from the survey revealed:

- 98 percent agree that "public libraries are needed because they provide free information"
- 93 percent agree that "public libraries are essential for maintaining a productive community"
- 66 percent have a library card for an Arizona Public Library
- Respondents averaged 10 in-person library visits per year
- Respondents averaged 3 on-line visits to library services per year.

In general, Arizonans hold a very positive view of public libraries; 68 percent of Arizonans rate public libraries as "very good" or "good." Despite these positive findings, 46 percent of those surveyed agree that "public libraries are becoming irrelevant since people can find almost anything they need on the Internet." These perceptions are a key consideration for the Five-Year LSTA Plan.

Despite these positive findings, 46 percent of those surveyed agree that "public libraries are becoming irrelevant since people can find almost anything they need on the Internet." This belief is strongest among those in rural areas (52 percent); among those 18-34 years old (55 percent); among those with no college education (52 percent); among those with income less than $50,000 (51 percent); and among non-whites (62

percent). Yet, libraries have worked hard to provide relevant programs and services to these audiences. Clearly, more work needs to be done serving these populations.

<u>Capturing and Distilling the Needs</u>

While the data gathering described above provided a multitude of viewpoints, the data analysis was relatively clear-cut. Several needs dominated regardless of audience. When considered together these needs, along with the opportunity presented by the 2012 State Centennial, provide a conceptual framework for the goals of this plan. The plan addresses the following areas of need:

Lifespan Learning Continuum addresses needs from birth to end-of-life to develop, improve and extend skills and interests vital to a productive and rewarding life.

Virtual Access addresses needs for all age groups to be aware of, access and successfully use digital resources for school, work, or personal enrichment.

Training, Education & Consultant Support addresses professional development, direction and support for librarians and library staff to maintain the knowledge and skills required to serve effectively in the 21st century.

Centennial Experiences addresses the need for communities to view historic accomplishments in the context of current achievements, while creating collaborative community relationships for future success.

Goals, Programs and Evaluation

<u>Goals: The "Five C's of Service" for Arizona's Libraries</u>

This Five-Year Plan will conclude in 2012, Arizona's Centennial year. This historic year, along with the plans leading up to it, presents a unique opportunity to position librarians as stewards and leaders in strengthening community relationships.

The goals that follow align around Five C's, not the Five C's on Arizona State Seal, but Five C's that will prepare Arizona librarians (and through collaboration their colleagues in other cultural institutions) to contribute successfully in shaping the state's future.

Each goal focuses on meeting the needs identified above and creating the linkages between libraries, communities and other cultural organizations to address those needs. The "Five C's of Service" encompass community and customers as well as library services.

The plan addresses challenges and realities based on surveys, focus groups, and stakeholder interviews gathered over the past six months (see the Stakeholder Involvement section for background). This plan begins to position libraries and the communities they serve for the next 100 years in Arizona.

Evaluation of the 2003-2007 Five-Year LSTA Plan provided positive feedback on its goals and outcomes. The overarching goals in that plan created a flexible umbrella for

action. Those goals were: Public Satisfaction, Access to Information, Information Technology, Cultural Diversity, Community Focal Point, Strategic Partnerships, Recruiting and Retraining, and Administration.

Under the 2003-2007 Plan the Arizona State Library applied LSTA funds to create a mix of competitive grants, targeted initiatives and statewide programs. The 2003-2007 Arizona LSTA Plan identified the following most prevalent external forces:
  ➢ Need for greater educational attainment
  ➢ Changing demographics
  ➢ Rapid urban growth and sprawl
  ➢ Stresses on children and families
  ➢ Need for greater access to health care
  ➢ Increased need for access to new technologies
These external forces still exist and have only accelerated in pace or increased in importance.

The 2008-2012 LSTA Plan provides direction and focus, not cookie-cutter models. It is streamlined to five goals that will be achieved via a mix of targeted initiatives and competitive grants, the latter providing seed money for innovation. Its goals are purposely broad in nature and limited in number to provide flexibility for creative community-responsive initiatives and leveraging of local funds.

Predicting the next five years, let alone the next 100 years is impossible. There will be unimaginable technological, societal and environmental changes. Change is the only given. The ability to astutely assess and nimbly respond to community change is critical to success. The broad goals defined by this plan through the "Five C's of Service" provide a direction to guide librarians and their community partners. More importantly, they provide a context and construct for working with change – for monitoring it, addressing it and using it to extend the library into community planning processes.

There is no one way and no one answer. The best course is to equip librarians with the skills and resources to identify, assess and address the needs of today and tomorrow – to expand their capacity to be responsive leaders in shaping the future of their Arizona communities. That is the primary focus of this LSTA Plan.

These goals apply to libraries and through collaboration and partnerships other cultural and historic organizations. They set the direction for meeting Arizona's needs by "raising the bar" for community responsive services and delivering on the State Library's commitment to "Providing Access and Preserving Arizona."

<u>The Five C's of Service:</u>

1. **Customer Experience**
   Goal Statement: Arizona libraries will offer virtual and physical customer experiences for traditional and alternative library audiences to enhance the user's ability, regardless of literacy level, to find and use information and services available to them.

2. **Community Responsiveness**
   Goal Statement: Arizona communities will recognize library staff as having the ability to participate in assessing community needs, identifying resources and planning

collaboratively to address needs and opportunities via a portfolio of library services and programs that educate, inform, and interest community members.

3. **Continuous Progress**
   Goal Statement: Arizona librarians will expand and enhance their ability to meet the lifespan learning needs of Arizonans.

4. **Collaboration**
   Goal Statement: Arizona libraries will use partnerships and collaboration with various types of libraries and cultural institutions to extend services, to reach new audiences, to better serve the information needs of the rapidly growing, culturally and demographically diverse Arizona population.

5. **Connections**
   Goal Statement: Arizonans will view libraries as trusted, knowledgeable, easy-to-access sources of information whether they connect in person, online or via another organization.

The following matrices define the 2008-2012 Five Year Plan and describe the relationship between NEEDS, GOALS, PROGRAMS, and OUTCOMES. **Matrix 1** aligns the Goals with desired Outcomes. **Matrix 2** identifies the Programs for each Goal and shows how both the Goals and Programs address the Needs. Programs described in Matrix 2 are the vehicles to achieving the inter-related and potentially synergistic outcomes for each Goal as shown in Matrix 1.

MATRIX 1: ARIZONA LSTA GOAL – OUTCOME MATRIX 2008-2012

NEEDS>>>>>>> >>>	LIFESPAN LEARNING CONTINUUM	VIRTUAL ACCESS	TRAINING, EDUCATION & CONSULTANT SUPPORT*	CENTENNIAL EXPERIENCES
	OUTCOMES	*OUTCOMES*	*OUTCOMES*	*OUTCOMES*
Goal 1: CUSTOMER EXPERIENCE	Arizonans find lifespan learning resources and experiences (people, programs, & materials) through their libraries.	Arizonans find appropriate online materials, including government documents, archival, historic, health and consumer information.	Arizonans find helpful and useful library staff support via virtual or physical access.	Arizonans learn about the history, culture and the state's future direction as part of the Centennial[2] projects and programs.
Goal 2: COMMUNITY RESPONSIVENESS	Librarians become participants and leaders in advancing lifespan learning and Arizona's multifaceted literacy[1] efforts.	Community leaders and educators value virtual services and resources provided by Arizona libraries.	Community leaders value librarians' expertise and community contributions.	Librarians identify and share local resources to enhance the state's historical knowledge and to position for the future.
Goal 3: CONTINUOUS PROGRESS	Librarians continue to assess and evaluate literacy efforts at all levels, and continue to update the knowledge and skills needed to do so.	Librarians have the technical skills to better evaluate online resources, new technologies and the virtual user experience.	Library consultants continuously scan the environment to identify and offer training, technologies and tools to improve the productivity and effectiveness of Arizona libraries.	Librarians develop new skills that expand and enhance their expertise while working on Centennial projects.
Goal 4: COLLABORATION	Librarians partner with educational, cultural and other community organizations to enhance literacy efforts, early childhood education and lifespan learning.	Librarians partner with access and content providers, and other organizations, to better meet the information needs of all Arizonans.	State library staff extends continuing education and reach new training audiences via university and college library internships, certification and training programs.	Librarians establish relationships and partner to create new community resources and outreach programs while working on Centennial projects.
Goal 5: CONNECTIONS	Arizonans view libraries as trusted, knowledgeable and safe places for lifespan learning.	Arizonans know about and have the skills to use virtual library resources including e-government services[3].	The Arizona library community shares ideas and resources to extend its expertise and effectiveness.	Arizonans view libraries as a vital and valuable part of the community as a result of Centennial experiences.

[1]**Literacy:** The United Nations Educational, Scientific and Cultural Organization (UNESCO) has drafted the following definition: "Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society." The standards for what constitutes "literacy" vary, depending on social, cultural and political context. For example, a basic literacy standard in many societies is the ability to read the newspaper. Increasingly, many societies require literacy with computers and other digital technologies (see: Literacy in the Information Age: Final Report of the International Adult Literacy Survey, OECD 2000. PDF).

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[2]**Centennial:** Arizona commemorates 100 years of Statehood on February 14, 2012. As the last of the contiguous 48 states admitted to the Union, Arizona and its citizens have a wonderful opportunity to showcase the state's beauty, history and future. Through locally-initiated and grassroots activities in communities throughout the state, people of all ages will be participating in events in every area of the state that inform, document, present and commemorate Arizona's Centennial. The Centennial activities will include major projects that involve community-wide collaboration, to demonstrate the vitality, quality and diversity of Arizona and will contribute to establishing a lasting legacy into the next century. The projects will enhance the teaching, learning, and writing of Arizona's history with new content.

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[3]**E-Government:** E-Government refers to the government's use of information technologies (such as Wide Area Networks, the Internet, and mobile computing) to exchange information and services with citizens, businesses, and other arms of government. www.whitehouse.gov/omb/budget/fy2004/glossary.html . Findings from the *Public Libraries and the Internet 2006: Survey Results and Findings* and other studies point out that:

> "…as federal, state and local government agencies migrate their services and resources to e-government applications; they do so without offering any community-based access point to these services. Increasingly, government agencies refer individuals to their public libraries for assistance and technology to complete their interactions and meet their government services needs."

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*All activities will address the services and programs listed in the six LSTA priorities.

MATRIX 2: ARIZONA LSTA GOAL – PROGRAM MATRIX 2008-2012

NEEDS>>>>>>> >>>	LIFESPAN LEARNING CONTINUUM	VIRTUAL ACCESS	TRAINING, EDUCATION & CONSULTANT SUPPORT*	CENTENNIAL EXPERIENCES
	PROGRAMS	*PROGRAMS*	*PROGRAMS*	*PROGRAMS*
Goal 1: Customer Experience *Arizona libraries will offer virtual and physical customer experiences for traditional and alternative library audiences to enhance the user's ability, regardless of literacy level, to find and use information and services available to them.* **Federal LSTA Purpose:** 1. Expanding 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. 5. Targeting 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.	**Program 1** Librarians develop programs and services to enhance the skills, interests and information needs of users across the lifespan from birth to end-of-life. Timeframe: FY 2008-2012. Measure: Community members report the library is satisfactorily meeting their lifespan learning needs. **Program 2** Librarians coordinate with educators to provide complementary resources, programs and materials through a combination of workshops, collection enhancements and technology-driven interactions. Timeframe: FY 2008-2012. Measure: Number of coordinated activities involving libraries and schools will increase.	**Program 1** Librarians develop audience-appropriate web presences that intuitively guide users to the digital information and services they seek. Timeframe: FY 2008-2012. Measure: Periodic surveys show that users are finding what they need on library websites. **Program 2** Library staff provide enhancements to increase high-speed, public access to the information needed for productive work and family life. Timeframe: FY 2008-2012. Measure: Librarians report having adequate high-speed public access in their facilities to meet online user needs. **Program 3** Libraries will promote use of e-government services via library websites.	**Program 1** Library managers leverage continuing education, online training and model programs to instill a customer service focus in library staff. Timeframe: FY 2008-2012. Measure: Periodic user feedback rates library customer experience as "good or very good." **Program 2** Library staff develops tailored information services, in a variety of formats, to enhance ease-of-use and ease-of-access to information for the State Legislature. Timeframe: FY 2008-2012. Measure: Legislators report the State Library is satisfying their need for legislative-related information. **Program 3** State Library staff receives training to support digital	**Program 1** Librarians work with other community organizations to create educational, enriching and exciting ways to appreciate Arizona's history and explore its future via Centennial projects and plans. Timeframe: FY 2008-2012. Measure: Surveys indicate that Arizonans have increased their understanding and appreciation of the state via Centennial projects and plans. **Program 2** State library staff provides virtual access to images and historic documents to preserve and record the living history of Arizona. Timeframe: FY 2008-2012. Measure: The number of digital collections within the Arizona Memory Project increases by 20 percent each year from 2008 to

NEEDS>>>>>> >>>	LIFESPAN LEARNING CONTINUUM	VIRTUAL ACCESS	TRAINING, EDUCATION & CONSULTANT SUPPORT*	CENTENNIAL EXPERIENCES
	PROGRAMS	*PROGRAMS*	*PROGRAMS*	*PROGRAMS*
	Program 3 Librarians integrate services for alternative or special needs users into their service portfolio. Timeframe: FY 2008-2012. Measure: User surveys show awareness of special needs services.	Timeframe: FY 2008-2011. Measure: When surveyed, a majority of Arizonans are aware of e-government services available via library websites.	collection development and management. Timeframe: FY 2008-2012. Measure: The agency increases staff competency and expertise to develop and manage digital collections.	2012.

Program 3 State library staff equip a mobile digitization lab to train rural community library staff on digital collection basics. Timeframe: FY 2008-2012. Measure: At least ten digital collections are created each year between 2008 and 2012 with a focus on rural communities. |
| **Goal 2: Community Responsiveness** *Arizona communities will recognize library staff as having the ability to participate in assessing community needs, identifying resources, and planning collaboratively to address local needs and opportunities via a portfolio of library services and programs that educate, inform, and interest community members.*

Federal LSTA Purpose: 1. Expanding services for learning and access to | **Program 1** Library staff become members of community planning teams and regular participants in local government meetings. Timeframe: FY 2008-2012. Measure: Librarians report improvement in their knowledge about community needs.

Program 2 Librarians create and promote library services for non-traditional and underserved populations. Timeframe: FY 2008-2012. Measure: The number and | **Program 1** Librarians work to increase their communities' awareness of virtual services. Timeframe: FY 2008-2012. Measure: At least 70percent of visitors to Arizona public library websites will indicate awareness of virtual services.

Program 2 Librarians launch innovative virtual services, accessible by both wired and wireless devices, to serve targeted audiences. | **Program 1** State Library staff offers "access skills" training in needs assessment, outreach, collaboration and evaluation to expand the capacity for library service planning, thereby improving equal access to information. Timeframe: FY 2008-2012. Measure: Librarians report an increased ability to assess community needs after completing annual workshops on access skills offered by the State Library. | **Program 1** State Library staff offer workshops on creating and managing oral histories via a basic "how to" program, e.g., "oral histories in a box." Timeframe: FY 2008-2012. Measure: Workshop participants learn to create and manage oral histories.

Program 2 State Library staff develop a vital records and emergency preparedness workshop program to assist local communities in |

NEEDS>>>>>>> >>>	LIFESPAN LEARNING CONTINUUM	VIRTUAL ACCESS	TRAINING, EDUCATION & CONSULTANT SUPPORT*	CENTENNIAL EXPERIENCES
	PROGRAMS	*PROGRAMS*	*PROGRAMS*	*PROGRAMS*
information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages. 5. Targeting 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.	percent of specified users increases. **Program 3** Library staff participates in creating physical or virtual content for the community. Timeframe: FY 2008-2012. Measure: Libraries report participation in local content creation.	Timeframe: FY 2008-2012. Measure: Introduction of one innovative virtual service per year that serves as a model program for libraries statewide. **Program 3** Library staff uses library websites to connect with other local, state and national resources to enhance community use of available services. Timeframe: FY 2008-2012. Measure: Arizona leaders, educators and other community members will report that library websites are valuable to them.	**Program 2** State Library staff offers professional development programs that prepare library personnel to deliver services in the six LSTA priorities. Timeframe: FY 2008-2012. Measure: Participating librarians report enhanced abilities in meeting the six LSTA priorities.	identifying and safeguarding their valuable community resources. Timeframe: FY 2008-2012. Measure: Workshop participants learn to identify and safeguard valuable community resources.
Goal 3: Continuous Progress *Arizona librarians will expand and enhance their ability to meet the lifespan learning needs of Arizonans.* **Federal LSTA Purpose:** 1. Expanding services for learning and access to information and educational resources in a variety of formats, in all	**Program 1** Librarians create library "test beds" to nurture innovative programs or use of resources for lifespan learning. Timeframe: FY 2008-2012. Measure: At least one "test bed" grant will be offered each year. **Program 2** Librarians support the expanded definition of	**Program 1** Librarians develop a series of user guides (virtual and print) to improve community awareness of available resources. Timeframe: FY 2008-2012. Measure: The number of people who use the services of a community or agency new to them during the five-year plan increases.	**Program 1** LDD staff develops virtual and in-person technical support to enhance librarians' effective use of technology. Timeframe: FY 2008-2010. Measure: Librarians report that technical support resources available to them are enhancing their use of technology. **Program 2**	**Program 1** State library staff expand a statewide cultural inventory will be expanded with enhanced database technology with linkages to the Arizona Memory Project to create seamless integration between these two rich Arizona information sources. Timeframe: FY 2008-2010. Measure: The number of Arizonans using the

NEEDS>>>>>> >>>	LIFESPAN LEARNING CONTINUUM	VIRTUAL ACCESS	TRAINING, EDUCATION & CONSULTANT SUPPORT*	CENTENNIAL EXPERIENCES
	PROGRAMS	*PROGRAMS*	*PROGRAMS*	*PROGRAMS*
types of libraries, for individuals of all ages.	literacy (see footnote to Goals – Outcomes Matrix) by providing the public with tools to find, evaluate and use information in multiple formats. Timeframe: FY 2008-2012. Measure: Library users indicate by survey that they use the library to learn how to find and evaluate information.	**Program 2** Librarians use virtual services including social networking to enable user-driven and user-created library programs. Timeframe: FY 2008-2012. Measure: User-driven and user-created library programs increase during the five-year plan.	LDD staff facilitates support professional and para-professional development via certification programs in cooperation with Arizona community colleges and the Western Council of State Libraries to address all six LSTA priorities. Timeframe: FY 2008-2012. Measure: The number of participants completing the certification program increases each year during the five-year plan. **Program 3** State Library staff utilizes web-based and blended training to allow rural libraries to enhance their skills and ability to deliver 21st century services, addressing all six LSTA priorities. Timeframe: FY 2008-2012. Measure: Session participants rate the sessions as good or excellent in enhancing the specified skills. **Program 4** State library staff	databases will increase. **Program 2** State Library staff develops best practices for libraries and other cultural organizations to capture local history-in-the-making. Timeframe: FY 2008-2012. Measure: Best practices are documented and made available via the State Library website.

NEEDS>>>>>>> >>>	LIFESPAN LEARNING CONTINUUM	VIRTUAL ACCESS	TRAINING, EDUCATION & CONSULTANT SUPPORT*	CENTENNIAL EXPERIENCES
	PROGRAMS	*PROGRAMS*	*PROGRAMS*	*PROGRAMS*
			enhances and promotes the use of a professional collection for library, archives, records management and museum staff. Timeframe: FY 2008-2012. Measure: Use of the professional collection increases by 15 percent. **Program 5** State Library staff provides ongoing evaluation of the Arizona LSTA five-year plan. Timeframe: FY 2008-2012. Measure: State Library staff addresses library needs based on evaluation.	
<u>Goal 4: Collaboration</u> *Arizona libraries will use partnerships and collaboration with various types of libraries and cultural institutions to extend services, to reach new audiences, to better serve the information needs of the rapidly growing, culturally and demographically diverse*	**Program 1** Librarians engage other community organizations in collaborative planning to identify unmet needs or opportunities for lifespan learning. Timeframe: FY 2008-2012. Measure: Libraries report that they are updating their plans via periodic collaborative community	**Program 1** Librarians assess opportunities to leverage local infrastructure investments or high-volume vendor pricing to obtain new or expanded technologies. Timeframe: FY 2008-2012. Measure: Libraries report benefiting from local infrastructure advances or high-volume	**Program 1** State Library staff convenes statewide library leader professional development exchanges to promote innovative ideas and develop cooperative activities among libraries and cultural institutions, fostering public and private partnerships, and providing linkages among and	**Program 1** Librarians collaborate with staff of local organizations to mount rotating exhibits (virtual and physical) on the historic and evolving culture of the community. Timeframe: FY 2008-2012. Measure: The number of collaborative historic and cultural exhibits will

NEEDS>>>>>>> >>>	LIFESPAN LEARNING CONTINUUM	VIRTUAL ACCESS	TRAINING, EDUCATION & CONSULTANT SUPPORT*	CENTENNIAL EXPERIENCES
	PROGRAMS	*PROGRAMS*	*PROGRAMS*	*PROGRAMS*
Arizona population. **Federal LSTA Purpose:** 1. Expanding 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. 4. Developing public and private partnerships with other agencies and community-based organizations.	assessments. **Program 2** Librarians engage active older adults in volunteer programs to develop, manage and sustain library services via varied and rewarding opportunities. Timeframe: FY 2008-2012. Measure: Libraries report an increase in active older adult participation in successful volunteer programs. **Program 3** Librarians and school educators create connections between resources and curriculum to enhance educational experiences. Timeframe: FY 2008-2012. Measure: Expanded curriculum-related resources are available to Arizona students.	vendor pricing for new technologies. **Program 2** State Library staff effectively uses technology investments made through federal e-rate, LSTA programs, the Bill and Melinda Gates Foundation, WebJunction and others. Timeframe: FY 2008-2012. Measure: Funds available for investment in Arizona library technology are used. **Program 3** State Library staff develops a digital initiative that supports local and state government ability to manage and find digital content. Timeframe: FY 2008-2010. Measure: State Library staff takes a leadership role in one major digital initiative.	between all types of libraries to expand services for learning and access to educational resources. Timeframe: FY 2008-2012. Measure: Participants report benefiting from exchanges. **Program 2** The State Library staff will be leaders in sharing Arizona's innovative practices in developing public and private partnerships, developing library services through electronic networks, and providing other linkages among and between all types of libraries. Timeframe: FY 2008-2012. Measure: The State Library will be recognized as innovative in developing partnerships and collaborative relationships.	increase. **Program 2** State library staff provide annual convocations to connect library, cultural, and historic organizations with each other to stimulate creative discussion, collaboration and joint Centennial projects. Timeframe: FY 2008-2012. Measure: When surveyed, participants in Arizona's annual Convocation report plans for or participation in a cooperative activity based on connections made via Convocations. **Program 3** State Library staff collaborates to develop a Centennial project that reflects the goals of "Providing Access and Preserving Arizona." Timeframe: 2009-2010. Measure: One Centennial project is completed to enhance Arizona's history.
<u>**Goal 5: Connections**</u>	**Program 1**	**Program 1**	**Program 1**	**Program 1**

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NEEDS>>>>>>> >>>	LIFESPAN LEARNING CONTINUUM	VIRTUAL ACCESS	TRAINING, EDUCATION & CONSULTANT SUPPORT*	CENTENNIAL EXPERIENCES
	PROGRAMS	*PROGRAMS*	*PROGRAMS*	*PROGRAMS*
Arizonans will view libraries as trusted, knowledgeable, easy-to-access sources of information whether they connect in person, online or via another organization. **Federal LSTA Purpose:** 2. Developing library services that provide all users access to information through local, state, regional, national and international electronic networks. 3. Providing electronic and other linkages among and between all types of libraries.	Librarians leverage community experts and resources to provide a portfolio of services, educational opportunities and experiences for all ages and abilities. Timeframe: FY 2008-2012. Measure: Number of users that learned about a topic of interest increases. **Program 2** Tribal librarians connect with each other, county or state libraries to enhance and expand their services. Timeframe: FY 2008-2012. Measure: Tribal community libraries expand their virtual and physical services during the five-year plan.	Librarians promote linkages between virtual and physical resources to increase public awareness and use. Timeframe: FY 2008-2012. Measure: Number of users that broaden their information network increases. **Program 2** Librarians provide community members with introductory opportunities to participate in the digital world. Timeframe: FY 2008-2012. Measure: Number of users that expand use of digital resources increases.	State Library staff partners with the School of Information, Research and Library Science (SIRLS) at the University of Arizona and other colleges and universities to provide training for librarians and library staff to ensure user access to information through new and innovative methods and technologies. Timeframe: FY 2008-2012. Measure: Library school faculty participate in programs meeting the needs of Arizona's librarians. **Program 2** State Library staff supports library interns, and has access to reimbursement for library related classes and workshops to better allow staff members to inform Arizona librarians about best practices, to expand services, networks, linkages, partnerships, and to reach diverse and underserved audiences. Timeframe: FY 2008-2012. Measure: Interns and State Library staff increase skills	State Library Staff digitizes and makes available local collections of cultural or historic significance. Timeframe: FY 2008-2012. Measure: The number of Arizona Memory Project collections increase during the five-year plan. **Program 2** Staff from community organizations collaborates with librarians to create public discussions of community history, development and issues shaping the future. Timeframe: FY 2008-2012. Measure: Number of users who participate in or attend public community discussions increases. **Program 3** Librarians launch local initiatives that demonstrate their ability to astutely and capably create community partnerships and position libraries as centers of community life by applying for subgrants to provide services meeting the six LSTA priorities.

NEEDS>>>>>>> >>>	LIFESPAN LEARNING CONTINUUM	VIRTUAL ACCESS	TRAINING, EDUCATION & CONSULTANT SUPPORT*	CENTENNIAL EXPERIENCES
	PROGRAMS	*PROGRAMS*	*PROGRAMS*	*PROGRAMS*
			and knowledge in the six priority areas.	Timeframe: FY 2008-2012. Measure: Public opinion survey shows the public recognizes the importance of libraries to community life.
Administration	Expenses in this category are limited to 4percent of the federal allotment.			

*All activities will address the services and programs listed in the six LSTA priorities.

Stakeholder Involvement

This five-year plan is based on a broad spectrum of ideas, suggestions and evaluations as summarized below. Stakeholders span the gamut from community leaders, to resource allocators, to museum and cultural organization directors, and to educators. While feedback from librarians and library directors was important, direct feedback from the public was instrumental in assessing perception of and need for library services in Arizona.

From Library Professionals and a Diverse Group of Arizona Stakeholders:
The Arizona State Library contracted with two firms: the Brecon Group and Library Planning Associates to evaluate the 2003-2007 LSTA Plan and to make recommendations for the future. Much of the research generated through these reports was used in developing the next five-year LSTA plan.

Brecon Group contracted to evaluate the State Library's LSTA-funded early literacy work. They were briefed by State Library staff and then reviewed planning and evaluation documents from almost twenty early literacy projects. They contacted project directors as needed. In addition to providing a thoughtful and thorough evaluation, they provided a number of recommendations reflected in this five year plan.

Library Planning Associates completed an in-depth evaluation of lifelong learning activities related to the 2003-2007 LSTA Plan. Their work included library visits, focus groups with various stakeholder groups, and recommendations on "lessons learned." Focus groups, each averaging 15 participants, were held with: Arizona Library Advisory Board, Arizona Legislative Staff, Tempe Public Library - Social Service Leaders, Parker Public Library - Local Government, School and Civic Leaders, Glendale Public Library - Local Business Leaders, and Arizona Library Association - Library Leaders

From Arizona residents: Northern Arizona University Social Research Laboratory conducted a "Survey of Arizonans' Attitudes About Public Libraries" in Fall 2006. A random sample of 1202 adult Arizona residents participated in the study.

From past participants in programs sponsored by the Arizona State Library:
An online survey of more than 400 library staff members who participate in continuing education activities was completed in fall 2006.

From State Library Professionals: GladysAnn Wells and Jane Kolbe each provided oversight for the project, and participated in planning and evaluation meetings, reviewed documents and considered the data. Arizona State Library, Archives and Public Records Agency Directors and Project Leaders provided input on goals and objectives.

Planning for stakeholder input, evaluation and data gathering began in spring 2006. Consultants were hired in the fall and data gathering began in late fall 2006. Ongoing review, analysis and additional stakeholder interviews continued into spring 2007 leading to an outline for the 2008-2012 Plan in March 2007.

In the plan development phase, from March through May 2007, the planning team continued to solicit input and feedback on the goals and related programs. As the plan was finalized, it was reviewed by the following groups:

- Arizona Library Advisory Council
- Arizona County Librarians
- Key "non-librarian" stakeholders
- Arizona State Library, Archives and Records Management Senior Leadership Team
- Library Development Division team members

The LSTA plan focuses on the goals and programs that are appropriate for federal funding and best relate to LSTA purposes.

Communication Procedures

This five-year plan was developed with input obtained from a variety of stakeholders and audiences via both formal and informal channels. The section above on Stakeholder Involvement describes communication procedures used in the development and finalization phases. The following outline summarizes communication plans for 2008-2012 during the implementation phase.

Once the new five-year LSTA plan is accepted by IMLS, the plan will be placed on the Arizona State Library website, www.lib.az.us with a feedback mechanism for public comment. The Board of the Arizona State Library, Archives and Public Records (legislators) will receive the LSTA Plan. Throughout the year, the Board will receive regular updates from the State Library Director or a staff member at each of their meetings. Members have the opportunity to ask questions or provide feedback during these meetings.

Library and political leaders will also be informed of the new plan along with county librarians and librarians throughout the state. The Arizona Library Association, the Arizona State Library Advisory Council (comprised of library, museum and public representatives) and the State Library Senior Management team will be kept abreast of progress toward key initiatives.

The State Librarian also informs U.S. Congressional delegates about the success of LSTA programs and the benefit of LSTA programs to their individual congressional districts. Arizona's LSTA success stories are also posted on national websites highlighting library and community organization progress.

The State Library professionals who are most involved with LSTA programs and the LSTA Grants Administrator are featured speakers at library, museum and archives, and other professional conferences, meetings and workshops. LSTA Plan achievements, and the planning process itself, are often noted in these sessions.

The Arizona State Library has been and will continue to be a convener, advocate, collaborator, and disseminator of all types of library and cultural information. Through these roles, the State Library will foster communication with a variety of audiences about ongoing implementation and achievements of the 2008-2012 LSTA Plan.

Monitoring Procedures

The Arizona State Library monitors statewide programs and sub-grants differently. For statewide programs that are funded via LSTA, the individual program manager submits an annual report to the LSTA Grants Administrator in November of each year. This information is included in the IMLS final report. Some of the larger statewide initiatives such as the Summer Library Institute for rural librarians, the annual Convocation of cultural, historic and library leaders, and Continuing Education programs are monitored when they occur.

Sub-grants are monitored from grant approval through to implementation. Library Development Consultants review and recommend measurable outcomes for each grant. The annual application process begins in March with grant awards announced in May and funds made available in June. At that time, each grantee is required to attend a Grant Recipient Workshop to ensure understanding of the grant procedures including required documentation and evaluation. In addition, Continuing Education programs occur throughout the year to increase librarians' knowledge of outcome-based evaluation.

The focus is on incorporating evaluation into the process from initial grant application through implementation. Each sub-grant recipient is required to complete a final report in September. These reports provide detailed input for the more comprehensive annual report to IMLS.

Monitoring of LSTA funds is the combined responsibility of the Arizona State Library's fiscal office and the Library Development Division's Grants Administrator. In December of each year, they prepare the requisite annual report for IMLS. That report details the financial expenditures and describes many of the project programs in narrative form.

As summarized above, LSTA plan activities are monitored throughout the year. The State Library continuously strives to improve the entire process from an administrative and an operational perspective to ensure that LSTA funds will be allocated and used to the best advantage of Arizona libraries statewide. Throughout the process the public, librarians, government leaders, museum professionals and other stakeholders, along with State Library staff, have opportunities to support and verify that LSTA funds are being used to meet LSTA purposes and the goals of the Arizona Five-Year LSTA Plan.

Assurances Follow