

# **OREGON STATE LIBRARY**

**LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)**

**FIVE-YEAR PLAN**

**2013-2017**

**Adopted by Oregon State Library Board June 15, 2012**

Oregon State Library  
250 Winter St. NE  
Salem, OR 97301



## **I. MISSION STATEMENT**

The mission of the Oregon State Library:

1. Provide quality information services to Oregon state government.
2. Provide reading materials to blind and print-disabled Oregonians.
3. Provide leadership, grants, and other assistance to improve library service for all Oregonians.

## **II. NEEDS ASSESSMENT**

### **A. 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 2008-2012 Oregon LSTA Five-Year Plan. The Oregon State Library hired Nancy Bolt and Associates to do the evaluation, which included questions about needs in libraries in nine focus groups, 13 interviews, and an online survey that had 333 responses. The survey ran from September 19 to October 8, 2011. Focus groups and interviews were conducted from October 17-21, 2011. The State Library asked the evaluators to develop recommendations and key findings from the study. Participants were asked about six major programs in the state's LSTA program and were asked about their impacts, user satisfaction, and areas of need not addressed.

A variety of data sources were used to develop the needs assessment portion of this plan. Input through the survey and focus groups done as part of the evaluation of the 2008-2012 Plan form the essential frame of areas of concern. U.S. Census data and statistical information gathered through the Public Library Statistics program at the Oregon State Library were very useful in documenting need. The materials from the PEW Research Center, Public Library Funding & Technology Access Study, and OCLC proved invaluable. 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. See Bibliography starting at page 22.

### **B. An environmental scan of Oregon**

#### **1. Challenges of Geography**

##### **Issues**

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

The 2010 Census reported Oregon's population to be 3,831,074. This population is spread over 96,002 square miles of land, making the state 10<sup>th</sup> in the U.S. for total area (Oregon Almanac,

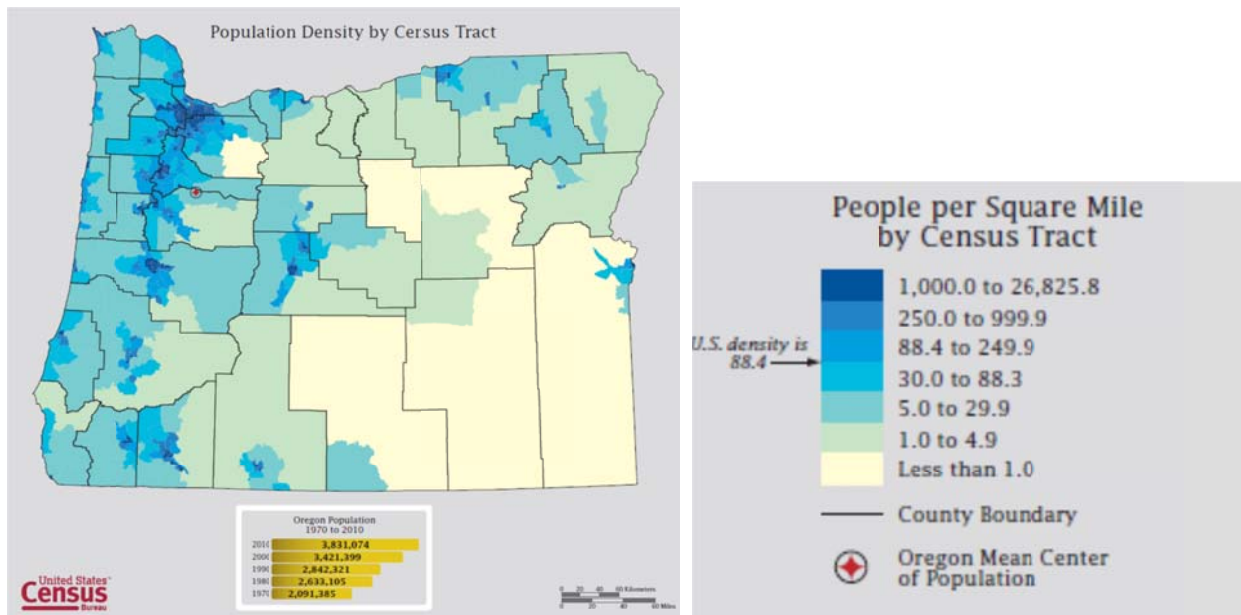
“Physical Dimension”). For a quick mental reference, the country of England could fit into the state’s boundaries (United Kingdom, [www.nationsencyclopedia.com](http://www.nationsencyclopedia.com)).

The terrain of the state varies wildly from a lush temperate rain forest near the coast, to productive farm lands, dramatic volcanoes and mountains, and then a high plains desert to the east with more rugged mountain ranges. Like other western states, Oregon has substantial federal lands within its borders; approximately 53% of its 61 million acres is federal lands mostly managed by the Bureau of Land Management (BLM) and the U.S. Forest Service, which do not add to the local tax base (Robbins, [ohs.org](http://ohs.org)).

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 8,000. (Oregon Trivia, [bluebook.state.or.us](http://bluebook.state.or.us)). Many areas of the eastern part of the state have fewer than 5 people per square mile.

In the rural counties of Oregon, a sparse population combined with large square mileage and possible inclusion of federal lands produces a challenge to provide library service, with low tax revenues from limited land and high costs of transportation. The rise of the price of gasoline makes courier service difficult and can be a barrier for lower income households to go to regional universities or larger local libraries to get information.

### Population distribution



(2010 Census, [www2.census.gov](http://www2.census.gov))

Technology can close the distance gap, but good internet connections are slow in spreading to these areas as the great distances and sparse population are not very profitable.

## 2. Challenges of Changing Demographics

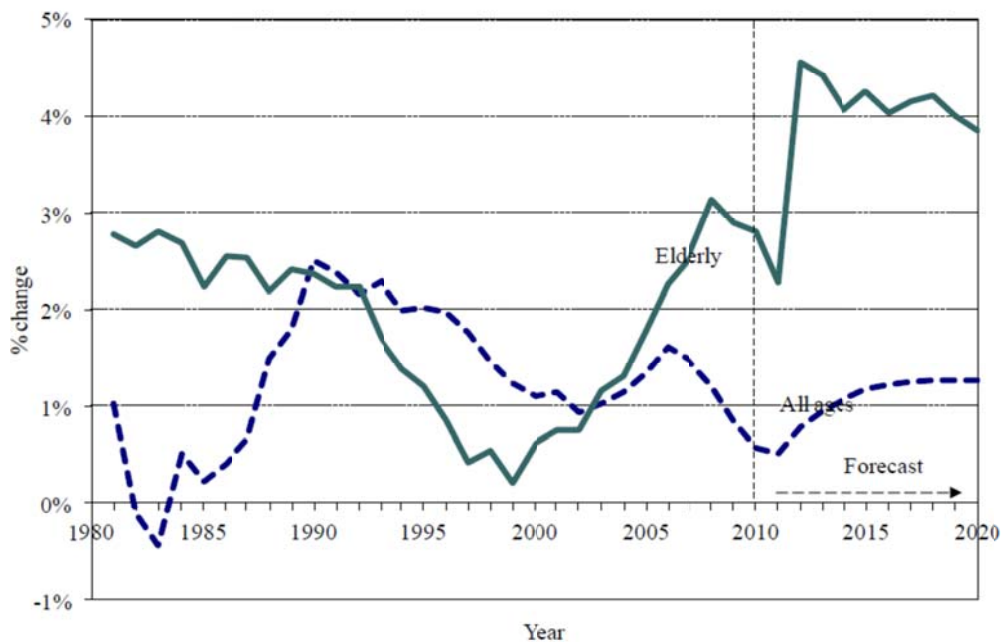
### Issues

- 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 Hispanic/Latino population and/or other emerging immigrant populations.

As Oregon’s economy recovers, immigration to the state should increase population at a rate higher than the average for the U.S. (Oregon’s Demographic, p.35). A pronounced demographic trend is the increasing retirements of baby-boomers, accelerating the growth of the elderly in Oregon by 48% from 2010 to 2020 (Oregon’s Demographic, p.11). The U.S. Census defines elderly as people age 65 and older. The elderly population dropped in the 1990s and early 2000s as the smaller number of depression era birth group matured. The age group 65-74 in particular make up the dramatic growth as shown below.

### Growth of the elderly population

Annual Rate of Change: Elderly Compared to People of All Ages

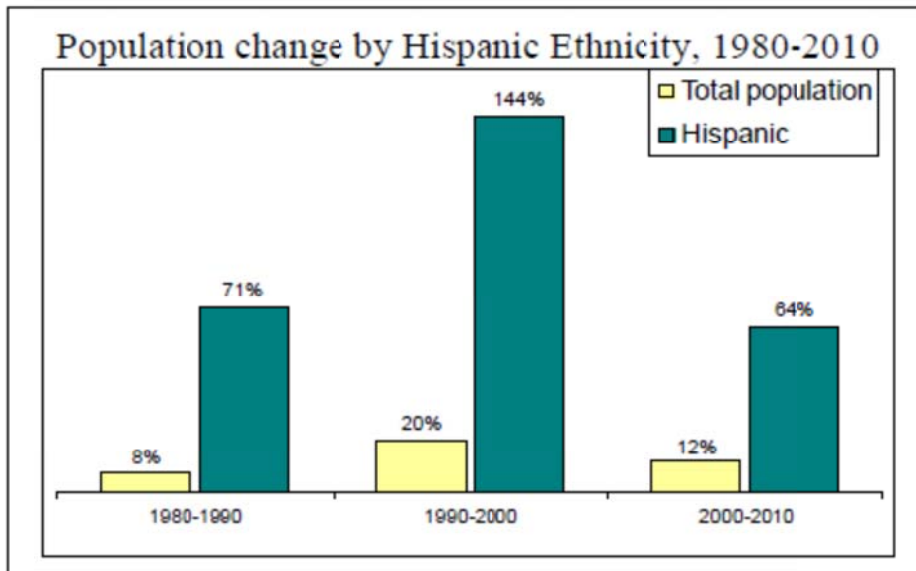


Source: U.S. Bureau of Census; and Oregon Office of Economic Analysis

In 2010, 21.5 percent of Oregonians belonged to a minority race or ethnic group, compared to 36.3 percent in the United States. Hispanics are defined by the U.S. Census as an ethnic group as which can be comprised of different races. The Hispanic / Latino ethnic group accounts for 11.7% of Oregon’s population, compared to 16.3% in the nation. The Hispanic population has been growing very rapidly – by 64% between 2000 and 2010. Although dramatic, this is half the rate of increase of the decade before. Although the growth rate has changed, Hispanics have had five times the population increase of non-Hispanics. The Hispanic population tends to have

large families; hence there are a large proportion of children and young adults (Oregon's Demographic, p.[7]). The second largest single minority racial or ethnic group in Oregon is Asian or Pacific Islander accounting for 4.0% of the population. Library budgets have not increased to provide significant amounts of materials in different formats or languages.

### Hispanic Population Growth



(Oregon's Demographic, p. [7])

### 3. Challenges to Civic/Educational Institutions

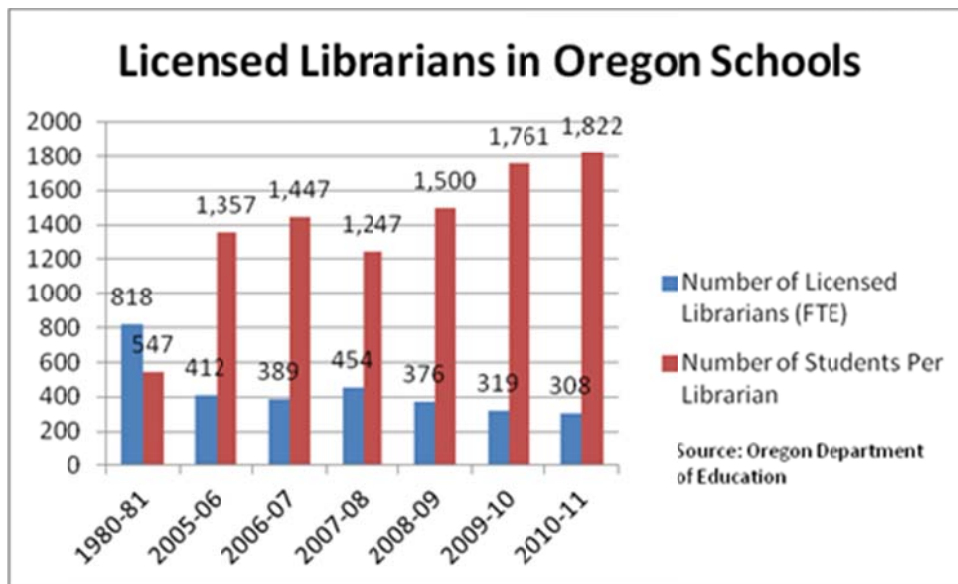
#### Issues

- Unserved population;
- Reductions in county law library service;
- School library programs are being cut, often district-wide;
- Students and teachers not receiving information literacy instruction;
- Lack of digital literacy instruction;
- Library services and benefits not widely known or understood by our communities.

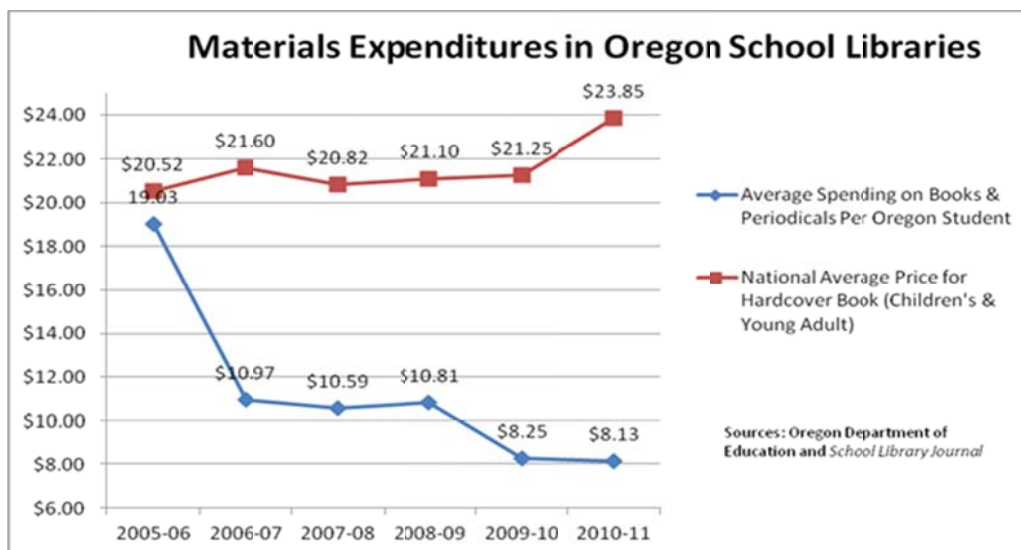
One of the ongoing challenges of Oregon's library community is providing some kind of public library service to the percentage of the state's population that is not served by a tax-supported public library. As of December 2011, this was 194,545 or 5.07% of the population. Most of the unserved are in Linn, Lane, Clatsop, and Columbia Counties in the western part of the state, with small pockets located elsewhere (OSL, Benchmark). The State Library has used LSTA grants to fund studies in those counties and other smaller areas. With Federal Fiscal Year 2011, the Oregon State Library Board of Trustees is targeting grants to libraries bordering unserved areas to try to meet some needs of the unserved through partnerships and sustainable demonstration projects.

A 2010 LSTA-funded study commissioned by the Oregon Council of County Law Libraries to document the quality of service in Oregon county law libraries raised concerns about public access and breadth of collections. Some larger public libraries, such as Klamath County Library District have already assumed responsibility for the county law library. Populous counties, such as Multnomah, can provide citizens with good access to help and needed materials. For most counties there is poor access, and no one to help the public research law. Many resources are available free online, but in legal matters, online items do not always capture the essentials that depend on formatting, or provide access to important historic materials (Humphries, p.3).

One concern heard clearly in the 2008-2012 Oregon LSTA Five-Year Plan evaluation was the impact of the closing of Oregon school libraries or staffing them with untrained library aides. In 1980, there were 818 school librarians, each serving 547 students. For the 2010-2011 school year there were 308, each serving 1,822 students. Major districts, such as Salem-Keizer, and the Beaverton School District are cutting most, if not all, of their licensed librarians at the end of the FY11-12 school year, bringing the total of school librarians in the state down to 207.



Many schools use school aides to keep a library open, but the school libraries' funding has been eviscerated, with students with serious research needs heading to the public library, nearest academic library or Google.



As students head for other libraries, they go with less knowledge of finding, evaluating and using information. We postulate that with the decline of licensed school librarians, information literacy instruction has declined. K-12 paraprofessional staff such as library aides are not supposed to do direct instruction except under the direction of a teacher. If there is no teacher with time to do direct instruction in finding and using information, the job does not get done. Teaching information literacy will become increasingly more important because so many research or inquiry elements are embedded in the Common Core State Standards, which the Oregon Department of Education adopted in October 2010.

In evaluation focus groups, the decline of school libraries was seen as a possible indicator of the public's view of the importance of libraries and librarians in general. Participants noted that the public is unwilling to pay more taxes but at the same time, unwilling for any current services to be cut (Bolt, focus group appendix, p16). Libraries have adopted new material formats and services to stay current to the public's information needs, yet a recent study by OCLC found "Most information consumers continue to be unaware their library has online databases (546%), e-books (56%) and e-journals (60%). People still overwhelmingly identify a library with books. Even less are people aware of programming for seniors, young children or special populations. On the upside, information from a library is viewed as trustworthy by 80% of people" (Perceptions, p. 40). In a 2008 study, only 37% of voters would definitely support the library at the ballot box. Another 37% might support it, but may not carry through (From Awareness, 4-2).

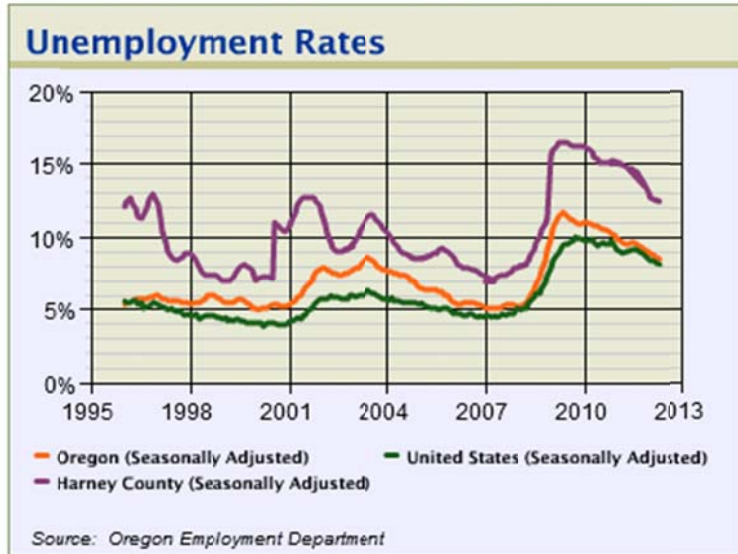
#### 4. Challenges of the Economy of Oregon

##### Issues

- High levels of unemployment, particularly in rural areas;
- Economic uncertainty statewide.

Oregon has been hit hard by the current recession and lags slightly behind the nation for recovery. As of April, 2012, Oregon's seasonally adjusted unemployment rate was 8.5%,

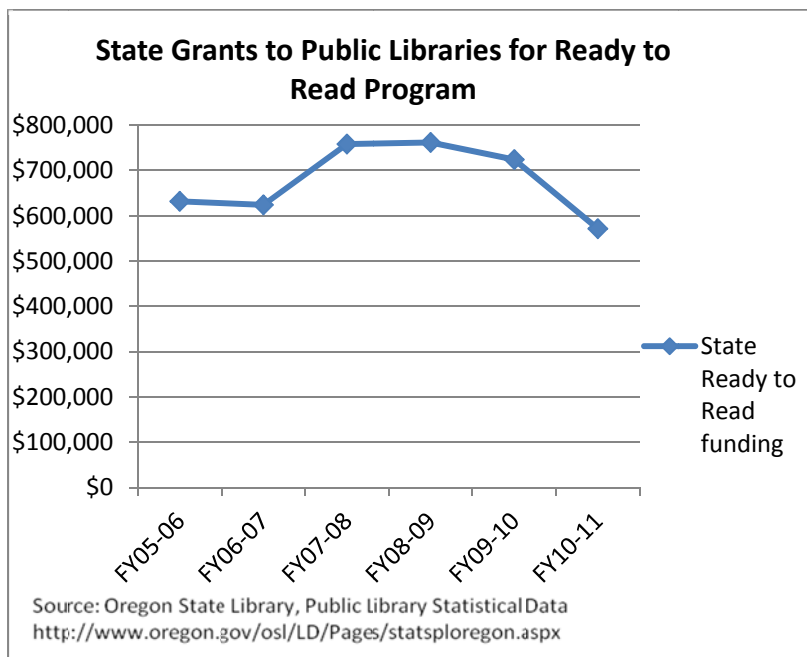
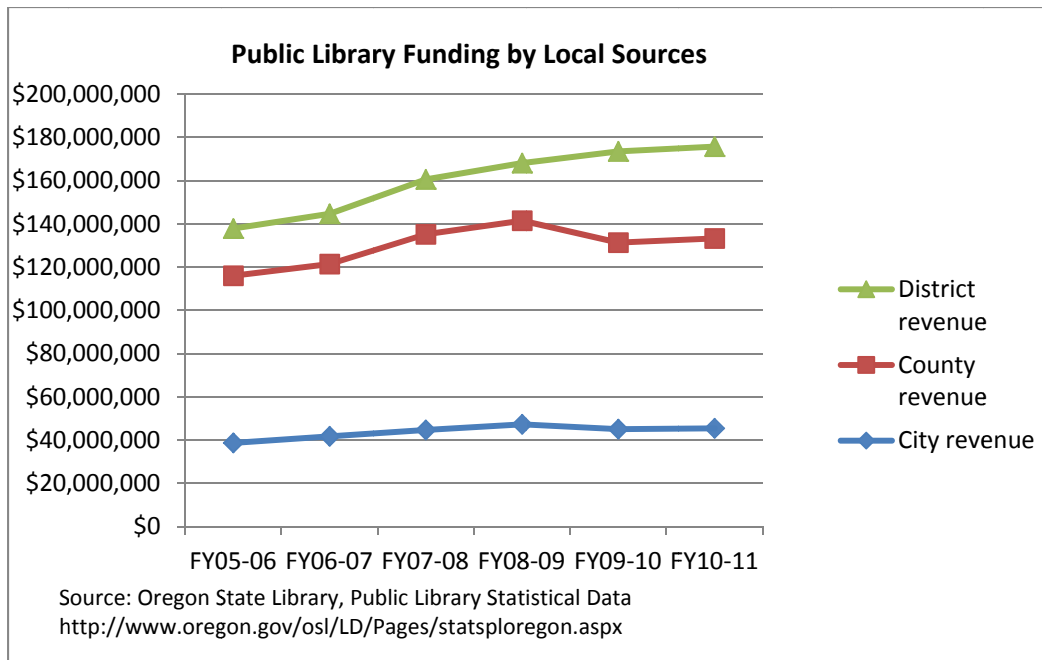
down from 9.5% in April 2011 (Oregon Statewide Unemployment, [www.oregon.gov](http://www.oregon.gov)). Meanwhile, the U.S. unemployment rate was 8.1%. A more usual unemployment rate is around 5-6%. Unemployment is particularly high in the sparsely populated rural parts of the state, such as Harney County.



Earnings also lag behind the national level. In 2003 Oregon's per capita income was close to 95% of the national, now it is only 91% (Regional Bearfacts, [www.bea.gov](http://www.bea.gov)). Oregon has a high minimum wage, but average weekly earnings in 2009 were \$708, compared to the national average of \$753 (Oregon's Economy, [bluebook.state.or.us](http://bluebook.state.or.us)). While Oregon is in recovery, libraries are still cognizant of spikes in community needs.

Unemployment has significant impact on local library funding, as most public library funding in Oregon comes from local sources- cities, counties, or special districts. City funding is subject to property tax limitations and compression, so revenues can actually decrease as levies are passed for different purposes. Looking at public library statistics from FY2005-2006 to FY2010-2011, revenue from local sources initially rose, but now is falling, especially for city- and county-funded libraries. The creation of two library districts added to the amount of libraries having the most stable library funding. Fresh in the minds of Oregonians however is the impact of the loss of federal payments in lieu of timber receipts, which played a large role in the closures of the Jackson, Josephine, and Hood River County Libraries, with Douglas County Library's budget reduced to a precarious level. Each County library was closed for about a year, pending either a takeover by a non-profit organization, or a modestly funded library district. The state and county revenue streams have been particularly volatile. The State provides assistance to legally-established public libraries on a per capita basis targeted to early literacy and/or summer reading programs. The Oregon State Legislature added a \$1,000 minimum grant to the smallest libraries to leverage more support for child development, which is seen in the rise of funding in FY07-08. The amount of state funding to larger public libraries in particular has been dropping as state revenue has been in decline.





At the same time most public libraries have declining or stagnant revenue, the price of materials and demand for new formats of materials is ever increasing. Since 2005, the cost of periodicals (all kinds), as well as audio books, has increased at least twice the U.S. Consumer Price Index (CPI) each year. (Tafari, pp. 459-482) The average price of books, adults' and children's, is close to or under the CPI. The cost of staff, utilities, equipment, etc. has increased steadily. With declining revenues, many libraries have struggled to cut budgets in other areas to handle increased demand for e-books, circulation services, computer use and

assistance, and programming. This all leads to a picture of unstable and inadequate funding for local public libraries.

## 5. Challenges for the Future of Oregon

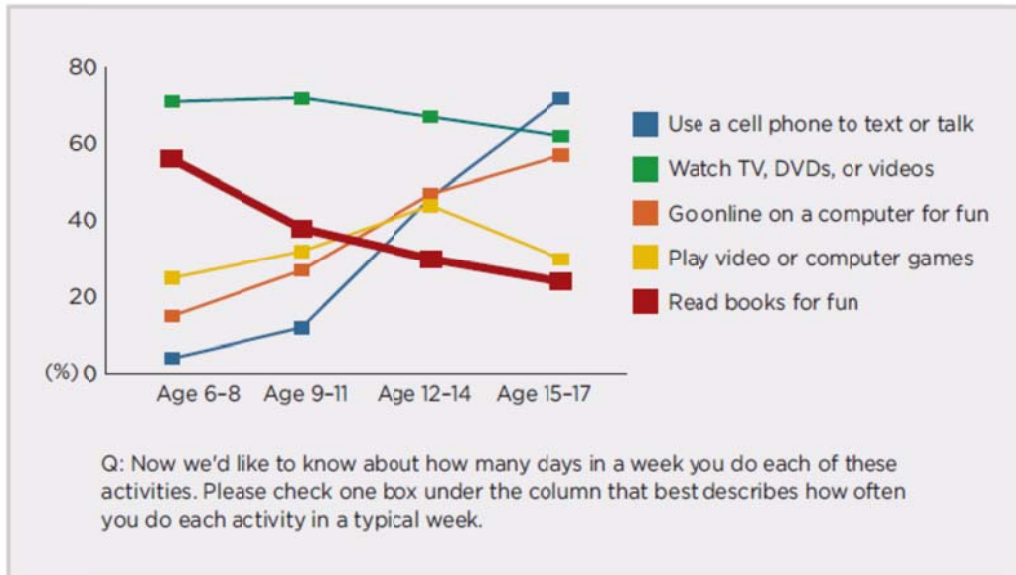
### Issues

- Oregon's preschool children and their families and caregivers need access to early literacy resources and services;
- Drop off in reading when children become young adults;
- Institutional barriers to cooperation;
- Need for citizens to interact with their government online;
- Knowing how to help patrons with new technologies and implement them in a library setting
- Changing library services to match the changing information needs of our communities.

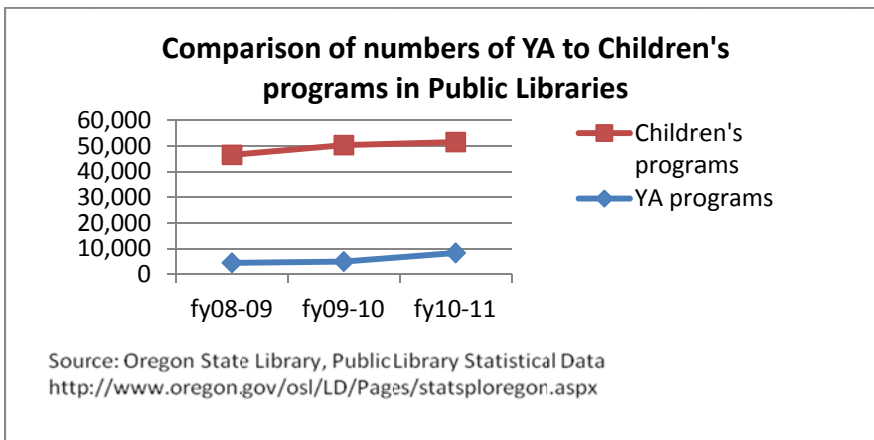
A growing body of research indicates that the brain development and life experiences in the first three years of life are the foundation for all future learning and adult functioning. Studies indicate that providing stimulating activities and creating a learning rich environment for young children can have a significant impact on later school success, social welfare, criminal activity, and employment. In Oregon, a reported 48% of children ages 3-5 were not enrolled in nursery school, preschool or kindergarten, vs. 40% nationwide (Data Across States, kidscount.org). The lack of coordinated, outcomes-based and affordable early childhood systems is one of the most significant barriers to putting this research into practice. Therefore most states, including Oregon, continue to see a little progress in kindergarten readiness (America's Early, p. [3]).

The decline of reading as an activity among young adults was identified as an area of library concern in the 2008-2012 Plan evaluation. In a spring 2010 study of reading behaviors, researches noted that as age increases, the time children spend talking to each other or doing other activities take precedence over reading for fun. Skill at reading is critical to success in school, but Oregon's libraries like many in the nation do few programs for young adults to attract them back to reading.

### % of Children Who Do Activities 5-7 Days a Week



Source: (Harrison Group, p.7)



As library budgets flatten, and expenses rise, Oregon’s libraries struggle to offer services of relevance to patrons using more and newer technology to access information. Achieving economies of scale are essential to remaining relevant. Many of the best examples of library cooperation were initially developed or nurtured under LSTA grants in the past. An example is the SAGE Library System, a shared automation system with courier service, which has grown from eight counties to 14. There are a lot of barriers to breaking through local politics and culture to create a climate of cooperation and develop large-scale joint projects. A lot of face-time is needed to build relationships. In a 2010 study, barriers to training, and by extension, travel to build cooperative relationships were lack of funding (49.2%), lack of personal time available (26.3%) or release time available (23.7%) (Metz, 25).

The library is increasingly needed to bridge the gap between society's haves and have-nots. PC access is critical, as more and more employers have their job applications online, and in rural areas such as Wheeler County, the only way high school students can get advanced classes such as trigonometry is by web-based instruction. Many of the offices of the State of Oregon only provide information online or contact people via email. The Oregon State Library itself no longer publishes statistical data in print.

According to the 2010-2011 Public Library Funding & Technology Access Study, 99.3% of public libraries offer free access to computers and the internet, with 65% being the only free public access in their communities. In Oregon, 56% of libraries offer the only free access. A challenge is to increase access as more information and services become digital. Anecdotal information from respondents to the mandatory public library survey indicates that an empty public use terminal is rare. More than 80% of Oregon's libraries indicate that they now help people learn to use computers, and access government and other information and fill out forms. In the last three years, about 83.5% of libraries have become members of the statewide Oregon Digital Library Consortium to jointly purchase e-books and downloadable videos and audio books (Bertot, Oregon Fact).

The Pew Research Center notes that although social networking is still young, it is a global phenomenon, particularly among young people. As of 2010, 46% of Americans said they used websites such as Facebook and MySpace. Among Americans aged 18-29, 77% used a social networking site. Ownership of cell phones has doubled from 2002 to 2010. More people are searching the internet on their phones and using applications for them (Global, [www.pewglobal.org](http://www.pewglobal.org)). In 2012, 21% of American adults have read an e-book, up from 17% the previous year. E-readers are becoming a popular Christmas present. Between gifts of the readers, and voracious reading habits of users, demand for e-books and materials will grow. Currently most users of e-books (61%) prefer to buy their books, while users of audio books (61%) prefer to borrow theirs (Rise of E-reading, Pew, [libraries.pewinternet.org](http://libraries.pewinternet.org)).

The evaluation of the 2008-2012 Oregon Five-Year Plan indicated that library staff still struggle to use the current electronic resources, such as the statewide-funded databases and downloadable materials. Oregon library staff believed that their patrons underuse the statewide databases as they were unaware of their value. They tied that to a general lack of awareness of the richness of offerings at the library. There was a lot of concern about the ability to keep up with changes wrought by increasing the e-book collection, and the need for in-person training for new technologies used in statewide projects (Bolt, p. 18).

### **III. Goals for 2013-2017**

Goals are presented in priority order. Providing access to information and library service to the whole state by leveraging federal dollars 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. Technology is a good vehicle to build a highway to such information that will shrink distances involved. Libraries need to increase efforts to keep a finger on the pulse of

their communities and evolve to remain relevant; hence goal three encourages many types of evaluation. Goals four and five are close in priority, but goal five is often supported by local or private funds, where goal four is a niche libraries are very effective in and echoes national priorities.

## **A. Goal #1: Provide access to information resources and library services**

### **Issues Addressed**

- Unserved population;
- Delivering quality library services to Oregonians in sparsely-populated areas;
- 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 Hispanic/Latino population and/or other emerging immigrant populations
- Reductions in county law library service;
- Need for citizens to interact with their government online;
- Economic uncertainty statewide.

### **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 through 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 § 9902(2)) 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;
- 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**

- Library services are extended to those who are currently unserved;
- Library services are enhanced for those who are currently underserved;
- Libraries expand access to multimedia material;
- Libraries partner with each other to create programming or information resources;
- Libraries partner with community organizations to create programming or information resources.

Timeline	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017
Activities	Answerland, Sage Courier, digitize Oregon newspapers, digitize historic and cultural assets, statewide database support	Answerland, Sage Courier, digitize Oregon newspapers, digitize historic and cultural assets, statewide database support	Answerland, Sage Courier, digitize Oregon newspapers, digitize historic and cultural assets, statewide database support	Answerland, Sage Courier, digitize Oregon newspapers, digitize historic and cultural assets, statewide database support	Answerland, Sage Courier, digitize Oregon newspapers, digitize historic and cultural assets, statewide database support

**Activities and programs**

**Ideas for competitive grants**

- Outreach to seniors, special populations;
- Statewide collaborative borrowing;
- Demonstrations of new types of materials;
- Development of Young Adult services;
- Digitization of important historical information;
- Greater ability to access digital items regardless of physical location.

**Ongoing projects**

**Answerland Digital Reference / L-net**

Formerly known as L-net, Answerland Digital Reference is the statewide cooperative online reference service. It provides assistance to Oregonians and beyond regardless of which part of the State they live in. Over half of the users of Answerland are school aged children needing help finding information for school work. The project uses open-source software and helps large libraries use that for institution only digital reference.

**Sage Courier**

The Sage Library system serves 58 small, modestly funded public, school, and academic libraries located throughout 14 counties in Eastern Oregon. LSTA funds subsidize courier service at 50% to help Sage overcome the large costs of delivery in sparsely populated areas.

**Evaluation**

Grants will require participant surveys for outreach programs and ask for user satisfaction surveys for LSTA-funded online resources as feasible.

**B. Goal #2: Use technology to increase capacity to provide library services and expand access**

**Issues Addressed**

- Economic uncertainty statewide;
- Delivering quality library services to Oregonians in sparsely-populated areas;
- Unserved population;
- Institutional barriers to cooperation;
- Changing library services to match the changing information needs of our communities;
- Knowing how to help patrons with new technologies and implement them in a library setting.

**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**

- Libraries create efficient ways to share resources to extend library services to Oregonians (e.g., L-Net, OSLIS);
- Libraries create efficient ways to share information resources (e.g., Sage, suggestion of a shared ILS, Plinkit);
- Patrons can access - Libraries make avail info resources across multiple platforms
- Technology increases use and accessibility of library services.

<b>Timeline</b>	<b>FFY2013</b>	<b>FFY2014</b>	<b>FFY2015</b>	<b>FFY2016</b>	<b>FFY2017</b>
Activities	support formation of larger automation networks, development of mobile apps, Plinkit support, Libraries of Oregon portal	support formation of larger automation networks, development of mobile apps, Plinkit support, Libraries of Oregon portal	support formation of larger automation networks, development of mobile apps, Plinkit support, Libraries of Oregon portal	support formation of larger automation networks, development of mobile apps, Plinkit support, Libraries of Oregon portal	support formation of larger automation networks, development of mobile apps, Plinkit support, Libraries of Oregon portal

## Activities and programs

### Ideas for competitive grants

- Mobile applications for information resources;
- Digital library on large scale;
- Open source digital library software;
- Collaborative digitization and preservation;
- Increasing capacity by centralization of digitization services;
- Mobile devices to loan or demonstrate;
- models of new technologies.

### Ongoing projects

#### Plinkit

Plinkit is a content management system designed for small public libraries which otherwise could not afford to have a quality website. It serves 60 libraries in Oregon and provides the public access to Answerland Digital Reference and the statewide databases. LSTA covers its hosting, development, maintenance and improvement.

### Evaluation

An outcome would be an increase in interlibrary loan traffic as more libraries share catalogs.

## C. Goal #3: Develop a culture in libraries that promotes evaluation and use of evaluation results

### Issues Addressed

- Economic uncertainty statewide;
- Library services and benefits are not widely known or understood by our communities;
- Changing library services to match the changing information needs of our 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

- Create learning opportunities for library staff that provide training in assessing the value of services including financial viability, community needs assessment, or other evaluation that furthers the ability of libraries and librarians to better serve their respective communities;
- Libraries establish a process to assess community needs;
- Libraries evaluate and prioritize services by community needs and financial viability;
- Libraries back up budget requests with data from service assessment.



- State library staff will develop expertise in outcome-based assessment.

Timeline	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017
Activities	Publicize results of Salem PL work on replicable community assessment model, public and school library data gathering	invite libraries to replicate community assessment, public and school library data gathering	invite libraries to replicate community assessment, public and school library data gathering	invite libraries to replicate community assessment, public and school library data gathering	public and school library data gathering

### Activities and programs

#### Ideas for competitive grants

- Replication of Salem Public Library’s model for community assessment;
- Public Library Director Institute for small/rural libraries;
- Training in outcomes based evaluation;
- Train library personnel in strategic planning and organizational development;
- Develop statewide GIS-like system with library and other demographic data that can produce reports.

#### Ongoing projects

##### Statistics program

The state of Oregon requires all legally established public libraries to report input and output statistics annually. The data is passed on to the Federal Government and is used by journalists, public policy makers, library directors and boards and others. Aside from informing users, the Federal Programs Coordinator does extensive library management training with staff in smaller libraries to raise awareness and ability to gather data required. The State Library imports data from the Oregon Department of Education on school libraries and compares the data to the State’s Quality Education Model to see if school libraries meet the suggested levels of resources. Data is used to inform policy makers on the state of school libraries.

#### Evaluation

Grants and state projects will require post tests or surveys from trainings, number of libraries replicating the Salem community assessment model. The State Library can add a section on data use to the annual public library survey.

### D. Goal #4: Develop Information Literacy Skills

#### Issues Addressed

- School library programs are being cut, often district-wide;
- Students and teachers not receiving information literacy instruction;
- High levels of unemployment, particularly in rural areas;

- Lack of digital literacy instruction.

**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**

- Create programs for development of information literacy skills at all ages;
- Libraries offer services for children and young adults that prepare them for lifelong success;
- Libraries offer lifelong learning activities for Oregonians.

Timeline	FFY2013	FFY2014	FFY2015	FFY2016	FFY2017
Activities	RFP for statewide databases, OSLIS training, FFY12 covering OSLIS reprogramming, grants for mobile device demos	database training, OSLIS training, grants for mobile device demos	database training, OSLIS training, grants for mobile device demos	database training, OSLIS training	database training, OSLIS training

**Activities and programs**

**Ideas for Competitive Grants**

- Job hunting lab or tutorials;
- Financial literacy programs;
- Finding government information programs;
- Using and finding Business information programs;
- Planning grant to develop K-20 continuum of skills, with computerized information literacy assessment tool that can point to remedial resources, ‘advanced OSLIS;’
- Library staff development, especially in using new technologies, teaching computer software;
- Finding legal information (basic);
- Planning grant for public/academic partnership to offer information literacy course to high school for AP test, or college credit (will need planning grant).

**Ongoing Projects**

Oregon School Library Information System (OSLIS)

OSLIS is a web portal for K-12 students and educators integrating an information literacy framework with access to statewide licensed databases. The URL is [www.oslis.org](http://www.oslis.org). It offers bibliography creation tool and lessons to guide users through the research process. The project is totally supported by LSTA funds.

#### School Library Consultant

Much of the School Library Consultant's time is used to coordinate volunteer school librarians developing information literacy lessons for OSLIS, and coordinating training for library staff of all types in use of the statewide licensed databases.

#### LearningExpress Library Database

The LearningExpress Library database is part of the LSTA-funded statewide databases. It provides support for job hunters, included practice tests, resume help, and more. For staff struggling to help patrons with software, it has tutorials on popular programs.

### **Evaluation**

For workshops sponsored by LSTA, the grant guidelines will require a pre- and post-test. The State will explore adding an exit survey to OSLIS. If a joint academic/public training is developed, the scores of advanced placement tests will be proof of outcome. Develop statewide assessment tool people can use.

## **E. Goal #5: Foster the Joy of Reading**

### **Issues Addressed**

- School library programs are being cut, often district-wide;
- Oregon's preschool children and their families and caregivers need access to early literacy resources and services
- Drop off in reading when children become young adults;
- Delivering quality library services to Oregonians in sparsely-populated areas;
- Many Oregon libraries are not well situated to serve a rapidly growing population of active seniors;
- Many Oregon libraries are not adequately prepared to serve the growing Hispanic/Latino population and/or other emerging immigrant 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; and
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with 42 USC § 9902(2)) applicable to a family of the size involved.

### **Outcomes**

- Libraries offer programs that encourage and enhance reading ability in children;

- Libraries provide access to material in different media formats that encourage or enhance literacy;
- Libraries provide access to material and/or programming that encourage or enhance ESL literacy;
- Libraries strive to engage young adults in learning, teaching, and other volunteer activities related to reading.

<b>Timeline</b>	<b>FFY2013</b>	<b>FFY2014</b>	<b>FFY2015</b>	<b>FFY2016</b>	<b>FFY2017</b>
Activities	OBOB, Youth consulting, competitive grants, Letters about Literature	OBOB, Youth consulting, competitive grants, Letters about Literature	OBOB, Youth consulting, competitive grants, Letters about Literature	OBOB, Youth consulting, competitive grants, Letters about Literature	OBOB, Youth consulting, competitive grants, Letters about Literature

**Activities and programs**

**Ideas for Competitive Grants**

- Online book clubs that might incorporate digital books;
- Partnerships between libraries and senior service providers;
- Early literacy outreach – to daycare, with families;
- Outreach to Hispanic/Latino population and/or other emerging immigrant populations.

**Ongoing Projects**

**Oregon Battle of the Books (OBOB)**

Battle of the Books is a competition in which students read from a list of 15-18 books and form teams to answer questions about the books in a “quiz show” type format. The program serves children from grades 3-12. The contest has regional and statewide competitions, organized and run by a committee of school library staff and teachers. The committee chooses the books, writes the questions, and recruits schools to participate. LSTA contributes \$10,000 per year towards committee travel costs, competition costs, and some books for newly participating schools. The outcome is more excitement about reading, and giving children not involved in sports a team activity to inspire them. Currently the program takes place at 350 of 1,600 schools.

**Youth Services Consultant**

The Youth Services Consultant at the Oregon State Library improves services to children, ages 0-18 by coordinating summer reading resources, educating youth services practitioners on best practices, and working with the Oregon Commission on Children and Families to implement statewide early literacy training. Oregon’s participation in the nationwide Letters About Literature contest, where children write a letter to the author of a book that changed their life. The consultant works with many other organizations such as the Governor’s Early Learning Council. The main outcome is more public libraries in

Oregon implementing three identified best practices, having a summer reading program, doing outreach to children and families, and training parents in early literacy skills.

### **Evaluation**

Outcome measurements could be done by gathering a statement from participants of OBOB about how they felt about participation. The number of young adult programs tracked through public library statistics can help demonstrate increased library visits by that population. The Oregon Library Association does a survey at the end of the summer reading program which could yield more than numeric statistics.

## **IV. Policies and Procedures**

The policies and procedures under which the *Oregon Library Services and Technology Act Five-Year State Plan* will be administered are as follows:

### **Administrative Policy**

The Oregon State Library has the fiscal and legal authority and capability to administer all aspects of the LSTA. The State Library Board of Trustees makes policy decisions regarding the administration of the LSTA. The Board awards LSTA grants after considering recommendations of the LSTA Advisory Council and the State Librarian. Seven citizen members, all appointed by the Governor of Oregon, serve on the State Library Board of Trustees.

The State Library Board of Trustees delegates to staff responsibility for procedural implementation of the LSTA. The State Library may expend up to 4% of allowed LSTA funds for administration of the LSTA in Oregon. The LSTA Advisory Council will annually recommend to the State Library Board anticipated expenditures for administration. Expenditures will include grants coordination staff, program services and supplies, and Council travel and meeting expenses.

### **Stakeholder Involvement**

The LSTA Advisory Council assists the State Library Board of Trustees in carrying out the *Oregon Library Services and Technology Act Five-Year State Plan* by involvement in the project proposal review processes, making recommendations to the Board, evaluating progress in accomplishing the State Plan, and advising the Board about other 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 elected by the Oregon State Library Board of Trustees. Special consideration is given to ensure that geographic areas of the state are represented, as are library users, and representatives of underserved persons, and persons with disabilities. Terms are three years, with possible re-election.

### **Annual Decisions about Expenditures**

LSTA funds may be used for statewide projects and competitive grant programs that meet the priorities of the LSTA Plan. The LSTA Advisory Council will provide leadership to balance the funds directed to various LSTA goals and priorities. The Council will annually recommend to the State Library Board anticipated funding ratios between statewide programs, whether administered by the State Library or another fiscal agent, and the competitive grant program. The Council may choose to recommend prioritizing certain Oregon LSTA goals in some grant cycles, announcing an interest in grants that achieve several goals, or inviting libraries to submit proposals to replicate successful projects. As needed, the Council may recommend special requests for LSTA expenditures to the Board.

## **V. Communication and Public Availability**

The LSTA program in Oregon tries to be highly transparent. All competitive grant information – proposals, activities and evaluations are posted for many years. All forms and important documents are available via the Web at all times at <http://oregon.gov/OSL/LD/grantmainalt.shtml>. The State Library does a program at the Oregon Library Association conference when a new plan is developed, and members of the LSTA Council have been communicating with librarians in their areas and constituencies throughout the development process, and will continue to share their knowledge of the new Plan.

## **VI. Monitoring**

The Oregon State Library's Federal Programs Coordinator and Library Development Program Manager will share the primary direct responsibility for monitoring the implementation of Oregon's 2013 – 2017 Library Services and Technology Act Plan. The State Library's Library Services and Technology Act Advisory Council will also monitor activities undertaken with LSTA funds on a regular basis. They will receive annual reports from statewide outsourced projects, as well as an annual cumulative report of ongoing programs and grants by goal, and an annual report of targets at their spring meeting. The ultimate implementation of the LSTA will be overseen by the State Librarian and by the State Library Board of Trustees.

## **VII. Assurances**

The following certifications and assurances are attached:

- Program Assurances for 2013 Grant Award (includes Internet Safety Assurance and compliance with the Trafficking in Persons requirement)
- Certifications Regarding: Nondiscrimination; Debarment and Suspension; Drug-Free Workplace; Federal Debt Status; and Lobbying
- 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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