

Federated States of Micronesia

Library Services & Technology Act

Five Year Plan: 2023-2027



Submitted by:

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List of acronyms

FSM	Federated States of Micronesia
HPO	Historic Preservation Office
IMLS	Institute of Museum and Library Services
LSP	Library Services Plan
LSTA	Library Services and Technology Act
NACH	National Archives, Culture and Historic Preservation
PPL	Pohnpei Public Library
RML	Rose Mackwelung Library
SLAA	State Library Administrative Agencies
SPR	State Program Report
YSPL	Yap State Public Library

Introduction

The Institute of Museum and Library Services (IMLS) is the primary source of federal support for the nation’s libraries and museums. IMLS administers the Library Services and Technology Act (LSTA), which provides financial assistance to develop library services throughout the United States.

NACH’s Five–Year Plan establishes goals and priorities for libraries in the Federated States of Micronesia that are consistent with the LSTA’s purposes and priorities.

Background Information

Federated States of Micronesia is an, “island group in the North Pacific Ocean, about three-quarters of the way from Hawai’i to Indonesia.”¹ FSM is a sovereign country in a compact of free association with the United States of America and for IMLS purposes is currently considered a “state.” The characteristics of FSM present a number of challenges and opportunities for the development of the library system in FSM. These characteristics are briefly summarized in this section. The FSM is a big ocean nation in that it is an expansive marine area with over one million square miles (2.97 million square kilometers) of marine area and total land area is 702 square kilometers²; for comparative purposes, the FSM is smaller than New York City and approximately four times the size of Washington, D.C.³ FSM has a total of 607 islands, of which 71 are inhabited.⁴ These islands are spread out over 1,700 miles, which is the distance between Yap, on the western end of FSM, and Kosrae, on the eastern end of FSM.⁵

According to the CIA World Factbook there were an estimated 101,675 people in FSM as of July 2021.⁶ The FSM Statistics Office has a mid-year 2021 estimate of 104,832 people in FSM.⁷

¹ CIA The World Factbook. Federated States of Micronesia, Geography, <https://www.cia.gov/the-world-factbook/countries/micronesia-federated-states-of/#geography> accessed March 20, 2022.

² Ibid.

³ Ibid.

⁴ FSM National Archives, Culture and Historic Preservation (NACH). 2019. Federated States of Micronesia Library Services Plan: 2020-2022.

⁵ In the United States, it is the approximate distance between Boise, Idaho, and Columbus, Ohio.

⁶ CIA The World Factbook. Federated States of Micronesia, People and Society, <https://www.cia.gov/the-world-factbook/countries/micronesia-federated-states-of/#people-and-society> accessed March 20, 2022.

⁷ FSM Statistics Office. 2020. Population Statistics. <https://www.fsmstatistics.fm/> accessed March 20, 2022.

There are other estimates which are higher still, such as UNICEF's 117,486.⁸ A partial explanation of these discrepancies in population estimates are the high rates of migration, primarily from FSM to the USA, estimated to be at a net rate of approximately 2% annually⁹, although informal conversations with Micronesians indicate that this is an underestimate given the difficulty of returning to FSM due to border closures and quarantine procedures that have been instituted by the FSM government in responding to the health threat posed by the COVID-19 pandemic. According to the FSM Statistics Office (2020) the population by State for 2020 was as follows: Chuuk (49,509), Kosrae (6,732), Pohnpei (36,832), and Yap (11,577).¹⁰ The one major urban area in FSM is the FSM's capital in Palikir, Pohnpei, with 7,000 people.¹¹ Most of the population is considered to be remote (located on the Outer Islands) or rural (located in smaller communities on the main islands) with a total of only 23.2% of the population currently classified as urban.¹² This urbanization is increasing annually at a rate of 1.52%.¹³

The US Census would classify the majority of FSM's residents as Pacific Islanders, specifically there are a number of ethnic groups: Chuukese/Mortlockese 49.3%, Pohnpeian 29.8%, Kosraean 6.3%, Yapese 5.7%, Yap outer islanders 5.1%, Polynesian 1.6%, Asian 1.4%, other 0.8% (2010 est.).¹⁴ This cultural diversity is related to the linguistic diversity that is found in FSM with the following languages spoken: English (official and common language), Chuukese, Kosraean, Pohnpeian, Yapese, Ulithian, Woleaian, Nukuoro, and Kapingamarangi.¹⁵

Employment is primarily in, "subsistence farming and fishing, and government, which employs two-thirds of the adult working population and receives funding largely - 58% in 2013 – from Compact of Free Association assistance provided by the US. The islands have few commercially

⁸ UNICEF. UNICEF Data Micronesia (Federated States of). <https://data.unicef.org/country/fsm/>, accessed March 22, 2022.

⁹ CIA The World Factbook. Federated States of Micronesia, People and Society, <https://www.cia.gov/the-world-factbook/countries/micronesia-federated-states-of/#people-and-society> accessed March 20, 2022.

¹⁰ FSM Statistics Office. 2020. Population Statistics. <https://www.fsmstatistics.fm/social/population-statistics/> accessed March 20, 2022.

¹¹ CIA The World Factbook. Federated States of Micronesia, People and Society, <https://www.cia.gov/the-world-factbook/countries/micronesia-federated-states-of/#people-and-society> accessed March 20, 2022.

¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid.

valuable mineral deposits.”¹⁶ The size of the FSM’s Exclusive Economic Zone (EEZ) area is 2,978,000 square kilometers which contain economically valuable fisheries and potentially valuable offshore mineral deposits.¹⁷

This economic potential does not find its way to the population as a whole given the FSM’s statistics on poverty. The percentage of the population below the total poverty line is 41.2% or an annual income of less than \$1,583.90 per adult while 9.9% of the population is below the food poverty line with an annual income of less than \$670.60.¹⁸ The degree of income inequality, as measured by the Gini Coefficient is similar between the United States (41.1) and FSM (40.1).¹⁹ Additional considerations noted in a World Bank 2017 report based on household data from 2013-2014 include: Poverty incidence is higher and more severe in Pohnpei and Chuuk than in Yap and Kosrae.²⁰ Poverty rates are higher in households with more children.²¹

Literacy and education in FSM

There is a strong and inverse relationship between the level of education and poverty with almost half the population with an education of just up to the primary level being classified as living below the total poverty line.²² The FSM’s expenditures on education are 9.7% of the GDP, ranked fourth in the world.²³ Despite these expenditures, the 2010 FSM Census shows that for those 25 years and older, educational attainment is as follows: 72.6% completion of elementary

¹⁶ CIA The World Factbook. Federated States of Micronesia, People and Society, <https://www.cia.gov/the-world-factbook/countries/micronesia-federated-states-of/#economy>, accessed March 22, 2022.

¹⁷Hein, James R., Brandie R. McIntyre, and David Z. Piper. 2005. Marine Mineral Resources of Pacific Islands—A Review of the Exclusive Economic Zones of Islands of U.S. Affiliation, Excluding the State of Hawaii. U.S. Geological Survey, Circular 1286, <https://pubs.usgs.gov/circ/2005/1286/> accessed March 21, 2022.

¹⁸ World Bank. 2017. Poverty Profile of the Federated States of Micronesia. https://www.fsmstatistics.fm/wp-content/uploads/2019/01/2013_FSM_Poverty_Profile.pdf, accessed March 23, 2022.

¹⁹ CIA The World Factbook. Country Comparisons: Gini Index coefficient – distribution of family income. <https://www.cia.gov/the-world-factbook/field/gini-index-coefficient-distribution-of-family-income/country-comparison/>, accessed March 22, 2022.

²⁰ World Bank. 2017. Poverty Profile of the Federated States of Micronesia. https://www.fsmstatistics.fm/wp-content/uploads/2019/01/2013_FSM_Poverty_Profile.pdf, accessed March 23, 2022.

²¹ Ibid.

²² Ibid.

²³ CIA The World Factbook. Federated States of Micronesia, People and Society, <https://www.cia.gov/the-world-factbook/countries/micronesia-federated-states-of/#economy>, accessed March 22, 2022.

education, 40.9% completion of high school, 11.8% completion of college or higher level education, and 8.1% with grade level of 1 or less education.²⁴

Information Access in FSM

Information is increasingly accessible electronically in the FSM. According to World Bank data, the percentage of the population that has been using the internet has increased annually since it was first present in FSM in 1996 with 35.3% of the FSM's population in 2017 accessing the internet at least once in the last three months.²⁵ According to one report, synthesizing data on internet usage in FSM, the share of web traffic by device at the national level is: 50.9% mobile phones, 47.1% laptops and desktops, 2% on tablet computers, and 0.03% on all other devices.²⁶ This same report notes that 38.1% of the population uses social media with an estimated 47.4% of the population over 13 years old that can potentially be advertised to on Facebook.²⁷ The total mobile connections, as percentage of the total population is 22.4%.²⁸

Libraries in FSM

The climate, with high temperatures, rainfall, and humidity, coupled with salt spray in many of the most densely populated areas of FSM, has large impacts on library buildings, contents, and hence increases the associated expenses of maintaining temperatures and humidity levels in buildings for the preservation of collections, infrastructure, and computers. In addition, severe weather events pose a risk to library facilities in many of FSM's states. A relatively recent event, Typhoon Sudal in 2004, destroyed a number of buildings in Yap, FSM, including the YSPL.

There are libraries at the elementary to college (College of Micronesia) level as well as some agency specific libraries (Congress Library, Supreme Court Library, and FSM Legislative Library). Overall, the library system in the Federated States of Micronesia is developing, with a dedicated public library on three of the four high islands. These locations are in the capital of each state. These are:

²⁴ FSM Office of Statistics, Budget, Overseas Development Assistance and Compact Management. Summary Analysis of Key Indicators from the FSM 2010 Census of Population and Housing. <https://www.fsmstatistics.fm/wp-content/uploads/2020/04/2010-Summary-Analysis-Key-Indicators.pdf>, accessed March 23, 2022.

²⁵ The World Bank. 2017. Data, Individual using the Internet (% of population) – Mirconesia, Fed. Sts. <https://data.worldbank.org/indicator/IT.NET.USER.ZS?locations=FM> accessed March 22, 2022.

²⁶ Kemp, Simon. 2021. Digital 2021: The Federated States of Micronesia. <https://datareportal.com/reports/digital-2021-federated-states-of-micronesia>, accessed March 22, 2022.

²⁷ Ibid.

²⁸ Ibid.

1. The Rose Mackwelung Library (RML) in Tofol, Kosrae, FSM, contains 15,000 materials including reference materials, general collection, children's collection, fiction materials and Pacific materials.²⁹
2. Pohnpei Public Library (PPL) in Kolonia, Pohnpei, FSM, which according to the 2020-2022 FSM Library Services Plan (FSM LSP) continues to, “enhance and expand its services,” offering ten computers with internet access.
3. Yap State Public Library (YSPL) is in Colonia, Yap, FSM, is facing space issues and had 10 computers according to the 2020-2022 FSM Library Services Plan.

While Chuuk State does not host a public library, there are specific libraries at the Attorney General’s office, Legislature, College of Micronesia, and Chuuk Hospital. As reported in the 2020-2022 FSMLSP, there have been significant setbacks in Chuuk State, specifically,

“Chuuk, the largest state with approximately 50% of the FSM population does not have public library facility. In 2001, the Chuuk High School Library designated as the interim public library in 2001 and opened its doors to the general public. A task force was established by the Governor of Chuuk to plan for the creation of the public library system... Chuuk children’s library was established 2014 and closed its doors 2 years ago. Chuuk women’s council has agreed to build a public library.”

In addition to the main public libraries in each of the States, the 2020-2022 FSMLSP also makes mention of school libraries, noting that the number of schools which have a library have been steadily increasing since 1999. There are nonetheless clear disparities at the State level in terms of the number of libraries in schools, as indicated in the table below (reproduced from the 2020-2022 FSMLSP).

Schools	Elementary Schools (libraries/school)	High Schools (libraries/school)
Pohnpei	12/30 (12 libraries out of 30 schools)	5/5 (all the high schools have libraries)
Chuuk	2/74 (2 libraries out of 74 schools)	3/15 (3 libraries out of 15 high
Yap	11/29 (11 libraries out of 29 schools)	3/3 (all high schools have library)
Kosrae	6/6 (all elementary schools have libraries)	1/1 (one high school and it has a library)

NACH is the State Library Administrative Agency (SLAA) that manages the LSTA Program for FSM. The mission, as noted on their website is, “The FSM Office of National Archives, Culture

²⁹ Kosrae State, Department of Education. Public Library, <https://kosrae.doe.fm/index.php/programs-services/public-library>, Accessed March 6, 2022.

and Historic Preservation (NACH) strengthens the nation’s unity through protection and preservation of cultural heritage of the FSM, cultivates public participation and democracy through public access, drives participation in the preservation process, and assists in the identification, maintenance of sites, and objects of historical significance within the nation.”³⁰

Mission Statement

The National and State libraries, museums, and archives are centers for reading, discovering, learning, and exchanging ideas and information. These facilities are dedicated to improving access to culture, literacy, and cross-cultural understanding through public participation with these resources which fosters civic engagement and increases utilization of these facilities within the islands of the Federated States of Micronesia.

Associated with the mission statement are vision and values which will guide NACH’s work over this five year period. The vision is to work towards improving access to resources designed to improve understanding of history, cultural practices, and multilingual literacy. The values associated with this vision are:

- a. To promote literacy throughout FSM in both English and local languages.
- b. To select, organize, preserve, and share with the public unique local and cultural information.
- c. To update existing infrastructure and knowledge resources.
- d. To promote inclusive access to information in the remote areas of FSM.

Needs Assessment

The *Background Information* section above highlights the cultural, linguistic, geographic and economic characteristics of the Federated States of Micronesia. As noted above there are many cultural and linguistic groups within the FSM. The majority of the services, including educational and library infrastructure are located in the main islands, and within the larger municipalities, while smaller communities and residents of the Outer Islands remain underserved.

The specific needs for this five-year period are based on NACH’s work throughout the FSM and continued dialogue with librarians in each of the FSM’s states. This dialogue has taken the form of NACH personnel site visits to each of the islands and conversations with librarians and Department of Education officials about their needs. The librarians in each of the states have

³⁰ FSM Office of National Archives, Culture & Historic Preservation. 2022. Mission. <https://nach.gov.fm/>, accessed March 30, 2022.

shared information with NACH, and specifically the IMLS Coordinator, during these visits to indicate pressing needs of patrons as well as library staff. The IMLS Coordinator has, in the past year, reached out to library staff in Chuuk, Kosrae, Pohnpei, and Yap to discuss future needs via email and other virtual communication platforms. Dialogue was also fostered between NACH, librarians, and the independent evaluator during the evaluation of the 2020-2022 plan. This was a frank discussion of the relatively recent utilization of the funding accessible through the LSTA five-year plans for states.

NACH will work with local librarians, educational officials, and community representative to update the State's knowledge of its library services needs on an annual basis. This will be accomplished through continued dialogue between NACH and relevant local partners throughout the FSM States of Chuuk, Kosrae, Pohnpei, and Yap. NACH will encourage local partners to develop meaningful data collection instruments and regular elicit feedback from those that utilizing library services.

Based on the above considerations, the current needs are:

1. Improved and increased access to library services throughout FSM.
2. Enhanced technology infrastructure.
3. Collection, digitization, and availability of materials related to FSM history, cultures, and languages.
4. Library services staff capacity building.
5. Updated information resources.

1. Improved and increased access to library services throughout FSM

The work of library services has been confined to the main islands of the FSM and has thus far been reliant on the physical infrastructure (libraries). These buildings are located in populated centers of the country, leaving those outside of the immediate area with lowered ability to access facilities. There is an urgent need to address geographic and, gender disparities in FSM given the vast geographic distances between communities and libraries on the main islands of FSM and the Outer Islands of FSM. Women are often heads of households and carry the responsibility of knowing clan and cultural history. Improving access to educational resources would support women's roles in the family and as educators in the FSM. Persons with disabilities need to be addressed through educational instruction as well as resources from which they can learn. These disparities, coupled with limited public transportation infrastructure means that many of FSM's residents currently have no regular access to library services.

2. Enhanced technology infrastructure

Technology infrastructure refers specifically to increased internet connectivity and bandwidth to access digital information resources through the internet. As noted in the *Background Information* section above, residents in the FSM are increasingly connected to the internet. However, their overall access, relative to United States as a whole, is relatively limited due to both access to connection devices as well as reliable internet connectivity and bandwidth. Further, technology infrastructure is uneven throughout the FSM with Outer Islanders only minimally connected, in relation to those on the main islands of FSM. The COVID-19 pandemic has pointed out the urgent need to address these issues in terms of both education/literacy as well public health, including access to timely and accurate information on the COVID-19 pandemic and health related issues, including the ability to connect communities in the Outer Islands with telehealth providers. Citizens accessing telehealth through stable and strong home-based internet connections saw a dramatic surge due to the pandemic in the United States, particularly amongst senior citizens.³¹

3. Collection, digitization, and availability of materials related to FSM history, cultures, and languages

There is currently no readily available platform to ensure electronic access to digitized documents related to FSM, including resources generated in FSM and linkages to external sources. NACH will continue to work to digitize the paper copies of Trust Territory documents held in its office on Pohnpei. The intent is to digitizing all of the Trust Territory records in FSM. 20,000 pages are on average scanned on an annual basis. The current storage of the digital information is problematic as: 1) it can only be accessed in the location of the external hard drive and there is no cloud-based storage and 2) the electronic hard drive is stored in the same location as the paper files making the electronic backup less viable. NACH will establish a mechanism to make the documents readily available to the public while also ensuring the preservation of the documents through the implementation of new digital storage both locally and electronically. NACH will work in a similar manner to collect and digitize documents related to Micronesia languages and cultures.

4. Library services staff capacity building

Many of the libraries within FSM do not have a dedicated professional librarian. The majority of librarians within FSM have received little to no formal training in library sciences, or related disciplines. There is an urgent need to train library staff, some of whom have multiple other job responsibilities aside from managing the library resources.

5. Updated information resources

³¹ See: Suran M. Increased Use of Medicare Telehealth During the Pandemic. *JAMA*. 2022;327(4):313. doi:10.1001/jama.2021.23332. Demeke HB, Merali S, Marks S, et al. Trends in Use of Telehealth Among Health Centers During the COVID-19 Pandemic — United States, June 26–November 6, 2020. *MMWR Morb Mortal Wkly Rep* 2021;70:240–244. DOI: <http://dx.doi.org/10.15585/mmwr.mm7007a3>

The majority of the printed library collections at three main libraries on Kosrae, Pohnpei, and Yap are several decades old. The libraries have relied primarily on donations of books that have been previously used and discarded by other libraries. The use of electronic resources that are currently available for free or low cost as well as those that have been made locally through the work of NACH and researchers would address the datedness and quality of paper books that are primarily over 20 years old and cultural and gender specific needs of the citizens of FSM.

Goals

As noted above, the needs of: 1. increased access to library services throughout FSM, 2. Enhanced technology infrastructure, 3. Collection, digitization, and availability of materials related to FSM history, cultures, and languages, 4. Library staff capacity building, and 5. Updated information resources are all high priorities throughout FSM.

For this 5 year plan, the FSM established 3 major goals to pursue in the next five years. These are:

1. Enhance Information Access
2. Expand Services for Learning
3. Institutional Improvements

The major focus of work for NACH in improving the FSM's library services during this five-year plan is to support rural and remote communities in enhancing information access through a focus on improving technology infrastructure. Additionally, the secondary focus will be on expanding services for learning, particularly in rural and remote communities. Finally, the third priority will be on using improving existing institutions including training of staff.

Goal 1: Enhance Information Access

FSM's residents will have increased access to information in a variety of formats, with emphasis on access to digital resources through improved connectivity.

LSTA Priorities

- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of 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.
- Develop public and private partnerships with other agencies and community-based organizations.

Goal 2: Expand Services for Learning

FSM's residents will have access to educational programs in a variety of formats.

LSTA Priorities

- 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.

- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, 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 with incomes below the poverty line.

Goal 3: Institutional Improvements

FSM's residents will receive enhanced services from libraries through a focus on staff development, improvement to collections, programs, and technology.

LSTA Priorities

- 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.
- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.

Projects

Goal 1: Enhance Information Access

FSM's residents will have increased access to information in a variety of formats, with emphasis on access to digital resources through improved connectivity.

LSTA funds will be used to make materials discoverable and accessible to a greater percentage of Micronesians. Projects include statewide databases, statewide resource sharing, an ebook platform, government materials digitization, the FSM Memory Project, preserve information and provide access to informational resources unique to FSM.

Statewide projects will take place throughout the five-year period of the grant.

Goal 2: Expand Services for Learning

FSM's residents will have access to educational programs in a variety of formats.

LSTA funds will be used to expand the Summer Reading Program, supporting literacy development and lifelong learning, develop film screening events, and provide training to the public on computer and internet usage including e-resources training concerning online databases, learning platforms and other electronic materials available through FSM libraries.

Statewide projects will take place throughout the five-year period of the grant.

Goal 3: Institutional Improvements

FSM's residents will receive enhanced services from libraries through a focus on staff development, improvement to collections, programs, and technology.

The IMLS Coordinator and other NACH staff and volunteers will work with those providing library services throughout FSM to provide them with information on best practices of library services and to think creatively about current and future needs of their communities.

Statewide projects will take place throughout the five-year period of the grant.

Coordination Efforts

Below is the crosswalk that maps each of FSM’s three goals to one or more of the six Measuring Success focal area(s) and maps associated projects to one or more of the fourteen corresponding intent(s).

Goal 1: Enhance Information Access

Need	Focal Area	Project	Intent
<ul style="list-style-type: none"> • Increased access to library services throughout FSM. • Collection, digitization, and availability of materials related to FSM history, cultures, and languages. • Enhanced technology infrastructure. 	Information access	<ul style="list-style-type: none"> • Statewide databases • Statewide resource sharing, • Ebook platform • Government materials digitization • FSM Memory Project • Other programming as identified 	<ul style="list-style-type: none"> • Improve users' ability to discover information. • Improve users' ability to obtain and/or use information resources.

Goal 2: Expand Services for Learning

Need	Focal Area	Project	Intent
<ul style="list-style-type: none"> Increased access to library services throughout FSM. Collection, digitization, and availability of materials related to FSM history, cultures, and languages. 	Lifelong Learning	<ul style="list-style-type: none"> E-resources training (podcasts, Google resources like Books and Scholar) Summer Reading Program Film Series Other programming as identified 	<ul style="list-style-type: none"> Improve users' general knowledge and skills Improve users' formal education

Goal 3: Institutional Improvements

Need	Focal Area	Project	Intent
<ul style="list-style-type: none"> Library services staff capacity building. Updated information resources. Enhanced technology infrastructure. 	Institutional Capacity	<ul style="list-style-type: none"> In-person and online trainings. Library Institute. Other programming as identified 	<ul style="list-style-type: none"> Improve library's workforce. Improve the library's physical and technological infrastructure. Improve library operations.

NACH works closely with state agencies and offices on a number of projects. NACH also has extensive community contacts throughout rural and remote regions of FSM. These partnerships are expected to continue from 2023 through 2027.

NACH will leverage community contacts in the rural areas of the main islands of FSM as well as the Outer Islands to establish centers for the delivery of library services. On the main islands of FSM this will include use of existing infrastructure such as school and municipal buildings such as community centers to establish library services centers where internet access as well as computers will be made available to community members who may lack the technology infrastructure necessary to access information resources including, but not limited to electronic resources related to lifelong learning. Partnerships will be established with the State Department of Education, local school administrators, and municipal officials including customary and traditional community leaders. Given the geographic location of NACH the focus for this five year period will be on Pohnpei State and will serve as a model for development and expansion of library services throughout FSM.

NACH works closely with community elders and the Historic Preservation Offices (HPOs) in each of the FSM States. The IMLS Coordinator will work in unison with community elders and HPOs to digitize and make available to the public information resources specific to FSM, particularly in regards to the customary cultures and local languages of the FSM.

Evaluation Plan

NACH shall track implementation of this Plan on an annual basis. The LSTA Coordinator shall have primary responsibility for managing, monitoring, and tracking the implementation of this Plan. The LSTA Coordinator arrange for the collection of data from those working with communities on library services throughout the FSM. This will include data gathering efforts using surveys of patron and library service providers. This will also include outcomes assessment evaluation surveys given at the end of programs such as the summer reading program.

The results of all evaluations will be filed for future use in the final assessment of this Plan, to be shared with the external evaluator, and for consultation in the development of the next Five-Year Plan.

Stakeholder Involvement

Ongoing input will be sought through focus groups and evaluations to determine the library, informational, and educational needs of FSM's libraries, librarians, state officials, students, and citizens.

NACH will develop and update the long-range plan for FSM's libraries.

Communication and Public Availability

Upon approval, the 2023–2027 LSTA Five-Year Plan for the Federated States of Micronesia will be made available on NACH's website, where it will be posted for the entire five-year period. The public may provide comments at any time by contacting the IMLS Coordinator at NACH. In addition, the IMLS Coordinator will post to NACH's website annual updates on the five-year plan's goals, programs, outcomes, and successes. This may include, but not be limited to information contained in the annual reports submitted to IMLS, see *Monitoring* section below.

Monitoring

Internal quarterly reviews of the Five-Year Plan will be conducted with an annual report filed with IMLS as required. Statewide services will be evaluated using processes and tools to measure customer satisfaction on a yearly basis. NACH will be responsible for the monitoring and oversight of this plan. Survey tools can be found here: <https://www.ims.gov/research-evaluation/data-collection/state-library-administrative-agency-survey>.

Assurances

Refer to Appendix B.

Appendix A: Purpose of LSTA (20 U.S.C. § 9121) and Grants to States (20 U.S.C. § 9141)

The purposes and priorities outlined in the Library Services and Technology Act (LSTA) are reflected in the [Five-Year Plans](#) submitted by each State Library Administrative Agency (SLAA) and in the over 1,500 annual projects that are supported through the [Grants to States](#) program.

Purpose of LSTA (20 U.S.C. § 9121)

1. Enhance coordination among Federal programs that relate to library, education, and information services;
2. Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
3. Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;
4. Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public;
5. Promote literacy, education, and lifelong learning, including by building learning partnerships with school libraries in our Nation's schools, including tribal schools, and developing resources, capabilities, and programs in support of State, tribal, and local efforts to offer a well-rounded educational experience to all students;
6. Enable libraries to develop services that meet the needs of communities throughout the Nation, including people of diverse geographic, cultural, and socioeconomic backgrounds, individuals with disabilities, residents of rural and urban areas, Native Americans, military families, veterans, and caregivers;
7. Enable libraries to serve as anchor institutions to support community revitalization through enhancing and expanding the services and resources provided by libraries, including those services and resources relating to workforce development, economic and business development, critical thinking skills, health information, digital literacy skills, financial literacy and other types of literacy skills, and new and emerging technology;
8. Enhance the skills of the current library workforce and recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services;
9. Ensure the preservation of knowledge and library collections in all formats and enable libraries to serve their communities during disasters;
10. Enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation;
11. Promote library services that provide users with access to information through national, State, local, regional, and international collaborations and networks; and

12. Encourage, support, and disseminate model programs of library and museum collaboration.

Grants to States (20 U.S.C. § 9141)

1. Expand services for learning and access to information and educational resources in a variety of formats (including new and emerging technology), in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, economic and business development, health information, critical thinking skills, digital literacy skills, and financial literacy and other types of literacy skills;
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b)(6), for the purpose of improving the quality of and access to library and information services;
3. (A) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and (B) Enhance efforts to recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services;
4. Develop public and private partnerships with other agencies, tribes, and community-based organizations;
5. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills;
6. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;
7. Develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks; and
8. Carry out other activities consistent with the purposes set forth in 20 U.S.C. § 9121, as described in the State library administrative agency's plan.