INTRODUCTION

The Idaho Commission for Libraries' (ICfL) work revolves around library development. We work with the library directors, staff, and trustees of Idaho's publicly funded libraries to provide library services that meet the changing information needs of Idaho's citizens. Unless otherwise specified, the five-year plan applies to all types of libraries.

MISSION

The Idaho Commission for Libraries assists libraries to build the capacity to better serve their clientele.

Idaho Code 33-2503 further charges the Board of Library Commissioners to:

- foster and promote library services in the state of Idaho,
- promote and facilitate the establishment, use, and cooperation of libraries throughout the state so all Idahoans have access to the resources of those libraries, and
- support or deliver statewide library programs and services.

Along with our mission, a vision for Idaho's libraries influences the goals and guides our course of action. This vision is still as relevant today as when it was created by the library community at the end of 2005. More recent references to libraries as anchor institutions validates the statement commonly referred to as the 2020 Vision.

> VISION:
> Idaho libraries are the nexus of global information, innovative services and community, enabling us to sustain our history, empower our present, and create our future.

The guiding, fundamental principles for the Commission's operations and decision making are set forth in our values.

VALUES:

- LIBRARY IDEALS: We believe libraries exist for the public good. They are essential to literacy and informed citizens in a democratic society. We affirm intellectual freedom, life-long learning, customer privacy, and public access to information.
- CUSTOMER SERVICE: We deliver high-quality customer service to internal and external customers.
- RELATIONSHIPS: We achieve organizational effectiveness through mutual support, trust, value, and respect.
- COLLABORATION: We accomplish goals using shared leadership, teamwork, and consensus.
- LEARNING ORGANIZATION: We continuously improve services by creating, gathering, and transferring information and modifying behaviors to reflect new knowledge and insights.

NEEDS ASSESSMENT

The needs assessment process for the 2013-2017 LSTA plan has taken a many-pronged approach beginning with a review of the past. The development of the 2008-2012 LSTA plan was driven by a futuring process which gathered the library community in a unique "Think Tank" to consider the future of Idaho libraries. The strategies and 2020 Vision produced from this process still influence library development in Idaho. Dr. Gregory Raymond, Boise State University professor, reminded library leaders that "we need to look at both continuity and change." Honoring the past while focusing on the future has helped to provide perspective on what strides have been made along with what still remains to be done. The comparison of the strategic issues facing libraries shows that while many things have changed rapidly, some basic needs are still challenges that need to be addressed.

> *"It is important to keep in mind that we need to look at both continuity and change. When people examine the future we tend to look around the corner and emphasize what will be different. But in fact not everything changes.*
> –Dr. Gregory Raymond

The Commission's foremost source of information about the needs for information and library services for the citizens of Idaho is the Idaho library community. As the STAKEHOLDER INVOLVEMENT section explains, ICfL has a history of collaborative planning. Regular meetings with the LSTA Advisory Council and other representative task forces provide input and feedback on statewide programs, initiatives, and the challenges to library development and services. The Commission development staff has ongoing interaction with library directors, staff, and governing boards during site visits, training sessions, and regional or consortia meetings. This informal input and feedback is also integrated into our discussions and planning.

As a part of the formal assessment process for the 2013-2017 LSTA plan, needs assessment activities were conducted with all advisory groups, library development staff, and the ICfL Board of Commissioners. Two different exercises were used to gather data.

(See page 26, Appendix: I – ICfL Advisory Groups, for a complete list of the advisory groups with their charges.)

All advisory groups and development staff were asked to participate in a visioning exercise as a means of identifying the library needs in Idaho. They were provided with ICfL's statutory mission and the 2020 Vision for Idaho libraries as parameters for the exercises. (See above.) In addition to identifying needs, participants were asked to think about what should to be done to move us closer to making libraries a vital component statewide as well as within their respective communities. Libraries of 2020 were the focus for this "blue-sky" exercise. Participants were first asked to identify a target group and then to describe the needed service and its benefits for that specified group.

Three groups provided information for an environmental scan by participating in a SWOT (strengths, weaknesses, opportunities, threats) exercise which included PEST (political, economic, social, technological) factors. The Board of Commissioners' and library development staff's SWOT exercises were based on the agency's environment.

A different approach was taken with the LiLI Steering Committee's SWOT exercise. As ICfL's largest advisory group, members were asked to consider the whole of Idaho as the community environment. Internally they considered the Strengths and Weaknesses of the state and externally the Opportunities and Threats Idaho faces. The rich environmental scan of the state produced by the LiLI Steering Committee complemented the scan provided about the agency.

As in everything they do, we requested advisory group members to take a statewide perspective for the exercises. Because we have a variety of uses for the needs assessment information, we did not use the eight purposes from the LSTA legislation as part of the exercises. We explained that we did not want these creative exercises to be limited by any constraints and that the needs would be assigned to appropriate sources of funding.

The evaluation conducted by Nancy Bolt & Associates of ICfL's 2008-2012 LSTA five year plan (http://libraries.idaho.gov/files/2008-2012FvYrEvl20120229Mhoo.pdf) provided valuable information in developing this LSTA plan. This independent study showed that overall the Commission met the goals and achieved the targets as outlined in the plan. This, along with data gathered about future needs and priorities, provided reinforcement for the goals, programs, and activities in this new plan. As a result of the study, special attention will be given to tracking activities to provide longitudinal information to help guide strategic decision making for future programming needs.

As part of continuous improvement and results-based management, the Commission has conducted several studies over the past five years. Public library statistics are collected and published annually. These reports not only provide ICfL figures to use in planning statewide programs, but also provide library leadership a valuable source of data for their local planning. Other studies have been conducted in the areas of database usage, early childhood literacy, and school libraries.

The bottom line from the School Library Impact Study (http://libraries.idaho.gov/doc/idaho-school-library-impact-study-2009) released in January 2010 found that students are more likely to succeed when librarians play active and collaborative roles with other teachers and with administrators. The study goes on to outline the best practices for library programs that contribute to student achievement. Information gleaned from this study provided background support for ICfL's formal foray into school library development. Using state general funds, the Commission added a certified teacher-librarian to its consulting staff. In order to help meet the needs identified from the Impact Study, the school library consultant is designing a school library development action plan. Providing students access to resources, tools, and instruction for learning 21st Century skills through certified teacher-librarians is a challenge facing Idaho.

Knowing that Idaho's valuable database program was underutilized, ICfL contracted for an outside study. Completed in December 2010, the detailed study provides fifteen recommendations to help strengthen the program for the libraries and citizens of Idaho. (http://libraries.idaho.gov/files/2010DbsStudyFinalRpt.pdf)

Extensive research has been done on ICfL's early childhood literacy programs during the last three years. The research results (found at http://libraries.idaho.gov/page/read-to-me-resources#evaluation) show not only the success of the programs, but provide information for program improvements as well as new service development.

Another source of assessment information comes from the Commission's experience with Idaho's Public Computer Center Broadband Technology Opportunities Program: online @ your library. (http://libraries.idaho.gov/landing/online-your-library) Working with our state partners in the Department of Labor, Adult Basic Education, and Idaho PTV has opened many doors of opportunities for public libraries. Networking with community leaders and connecting with economic development leaders to explore resources that can be leveraged to address local economic development are two ways public libraries are beginning to move into the role of true community anchors. These relationships help move the libraries closer toward the 2020 Vision.

An explanation of the needs assessment process is not complete without briefly recognizing all of the available research and studies. Resources like The Pew Research Center and The Benton Foundation are a constant source of data for assessing conditions that either affect or directly create the conditions Idaho's libraries want and need to address. Another source of information important to libraries is the research done by OCLC. From the report entitled *The 2003 OCLC Environmental Scan: Pattern Recognition* to the report entitled *Perceptions of Libraries, 2010: Context and Community,* substantial information is available about library consumers. Most important is OCLC's focus on what they call the "Internet-era library user." Providing services to this group is a challenge for all types of libraries.

Last, but certainly not least, are the studies and documented findings produced through the partnership of the Institute of Museum and Library Services (IMLS), the Information School at the University of Washington, and the Bill & Melinda Gates Foundation. Their monumental study, *Opportunity for All: How the American Public Benefits from Internet Access at U.S. Libraries* printed in March 2010, provides evidence that supports a majority of the needs identified in ICfL's needs assessment activities and environmental scans. For example, the finding from the Executive Summary, page 3, stating, "Technology draws teens to the library," is support for ICfL's Tweens and Teens program.

As a result of the assessment process, including a review of the national issues for libraries as identified in the Institute of Museum and Library Services' *Creating a Nation of Learners: Strategic Plan 2012-2016*, the following three themes became evident in Idaho:

- access to information and services,
- literacy and education, and
- libraries as community anchors.

The Commission recognizes that these areas of need shape the strategic issues which must be addressed for Idaho in the 2013-2017 LSTA plan. The strategic issues are:

1. What can the Idaho Commission for Libraries do to help Idaho's libraries not only sustain but also equitably and conveniently increase public access to information and library services?
2. How will the Idaho Commission for Libraries assist libraries to provide Idahoans with equitable access to literacy and learning opportunities in order to be successful in all of life's endeavors?
3. How can the Idaho Commission for Libraries assist all libraries to become valued community anchors within their unique environments?

The details of each need are explained further in the strategic issues and goal narratives. The LSTA funds Idaho receives are used to support the activities described in this five-year plan. Salaries for consulting staff and agency management team members are paid from state general funds.

STRATEGIC ISSUES, GOALS AND PROGRAM OBJECTIVES AND ACTIVITIES

Definitions:

- Strategic Issue: A subject of concern that needs to be addressed in order to move toward improvements. If left unaddressed, dire consequences can occur.
- Goal: Broad long-range, desired result statement that guides objective and activity development. Goals are not stated in quantifiable terms but are worded as declarative statements that describe a desired future condition. Progress toward the goals is

measured by output and outcome targets that indicate accomplishments of objectives and activities.

- Program objectives and activities:
  - Program objectives are action-oriented statements showing how the goals are going to be achieved. They are general enough to encompass several specific activities.
  - Program activities are those actions necessary to carry out the objectives. They are the means used to reach the ends to help fulfill the needs. Activities found in this plan are not meant to be all-inclusive; strategic activities that arise will be added to appropriate objectives.

  (See page 28 for CROSS-WALK of SERVICES/ACTIVITIES with FOCUS AREAS and page 30 for Appendix: III – TIMELINE TABLES for GOALS and ACTIVITIES.)
- Target: The desired level of an output (quantity) or outcome (quality) measure at a specific time. Targets indicate progress toward the achievement of a program, project, or service. Due to common functions and indications, targets may be listed under multiple goals and program objectives.

LSTA Purposes:

The appropriate LSTA purposes are listed by their respective numbers for each goal.

(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 in order to support such individual's needs for education, life-long learning, workforce development, and digital literacy skills;
(2) Establishing or enhancing electronic and other linkages and improved coordination among and between libraries and entities, as described in section 224(b)(6), for the purpose of improving the quality of and access to library and information services;
(3) (A) Providing 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) Enhancing efforts to recruit future professionals to the field of library and information services;
(4) Developing public and private partnerships with other agencies and community-based organizations;
(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;
(6) Targeting 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) Developing library services that provide all users access to information through local, State, regional, national, and international collaborations and networks; and
(8) Carrying out other activities consistent with the purposes set forth in Section 212, as described in the State library administrative agency's plan.

STRATEGIC ISSUE: ACCESS

I. What can the Idaho Commission for Libraries do to help Idaho's libraries not only sustain but also equitably and conveniently increase public access to information and library services?

NEEDS STATEMENT:
The libraries' role as providers of equitable access to information is even more critical in today's environment. With new technologies changing the ways people access and use information in this knowledge driven economy, libraries are logical participants. While libraries have not always been in a leadership position, they have a long tradition of providing open access to information. Today it is even more important that libraries continue in this tradition with diligence focused on the equitable and convenient provision of this all-important commodity: information.

As IMLS points out on page 20 in its *"Creating a Nation of Learners: Strategic Plan 2012-2016*:

> "Ready access to information services makes it easy for people to succeed in school, find a job, obtain government services and health information, and create new ways to access and use information. Information access affects every aspect of society, from public safety and cultural understanding to health care. It makes businesses more innovative, increases the quality of civic life, and empowers the public to participate fully and meaningfully in public decision making."

The challenges of providing access include removing barriers to information for individuals of diverse geographic, cultural, and socioeconomic backgrounds; individuals with disabilities; and rural and underserved communities. The 2010 U.S. Census Bureau provides socioeconomic data that underscores the information access challenges faced in Idaho.

Quick Facts	Idaho	USA
Land area in square miles, 2010	82,643.12	3,531,905.43
Persons per square mile, 2010	19.0	87.4
Per capita money income in past 12 month (2010 dollars) 2006-2010	$22,518	$27,334
Median household income 2006-2010	$46, 423	$51,914
Persons below poverty level, percent, 2006-2010	13.6%	13.8%
Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business		

If information becomes available only in certain areas or only to those who can afford it, not only are libraries at risk but also our economy and the basic foundations of our democracy as well as each individual's quality of life.

Goal #1:
Awareness and understanding of the disparate ways information is accessed and processed create useful and valued library services. (LSTA Purpose #: 1,2,3, & 7)

NARRATIVE:
In its broadest definition, access refers to the ability of individuals to attain physical and remote use of both traditional and digital library resources, programs, and services. Access to these library assets also means making sure individuals of all segments of a community have the same opportunities to partake of the variety of resources and services. This includes those having difficulties using a library's services or living in urban or rural communities. Opportunities for access are impacted by cultural and socioeconomic backgrounds, as well as an individual's disabilities, or limited functional literacy or information skills.

The effective removal of barriers to access of information and services begins with understanding the different ways in which the information and services are accessed. In today's environment, the variety of access methods is practically unlimited. In reality, budgets, human resources, and even geographic locations are limiting factors to the provision of access. The Commission addresses these access issues by providing a variety of programs.

Libraries Linking Idaho (LiLI) is a key program for access across Idaho. Through a group of networked library projects and services, the Commission is able to dramatically impact accessibility. Networked library services are not only a convenient way to provide services to the citizens of Idaho but also a way to take advantages of economies of scale, help eliminate duplication of services, and increase cooperation among the libraries. Training for and targeted promotion about the statewide databases provide for more efficient searches and specific needs content information. Participation in a statewide catalog provides the ability to identify and locate materials throughout the state. Libraries can make access around the state very convenient for traveling clientele by participating in the universal borrowing card project. A group subscription option helps libraries provide access to downloadable audio books.

Along with providing training for all its programs, the Commission offers continuing education (CE) opportunities to help libraries better serve their clientele. The 21st century skills required to develop and support valuable programs and services are needed by library staff and leadership. Blended learning opportunities are available to staff who do not have a formal library education. Our free, online Alternative Basic Library Education

(ABLE) Program provides basic library knowledge and skills for staff who have no formal library education. A supplemental program, SABLE, expands on those ABLE basics. Support for para-professionals and professional library education is available through the CE grant program.

OBJECTIVES:

1. Provide, support, promote, and encourage access to information and library services.

ACTIVITIES WITH TARGETS:

a. Coordinate, support, and promote Libraries Linking Idaho (LiLI). *Ongoing and with quarterly meetings of the LiLI Steering Committee*
b. Provide information about current and emerging resource sharing methods and opportunities. *Ongoing*
c. Encourage use of current and new technologies to support access to information and services. *Ongoing*
d. Provide training and support of networked library services. *Ongoing*

Output Targets:

- Maintain the number of libraries participating in LiLI Unlimited with a baseline of 220 libraries.
- Increase the number of interlibrary loans through LiLI Unlimited (to/from) by 2% annually.
- Increase the number of logons/sessions to the LiLI databases by 2% annually.
- 75% of public libraries maintain a web presence as defined in LSTA Eligibility Requirements.
- Develop just-in-time training for LiLI.org tools.
- Maintain an average of 10 attendees at each training/CE event.

Outcome Targets:

- At the end of a workshop, 80% of attendees surveyed will indicate their skills and knowledge level is at 4 or 5 with 1 being low and 5 being high.
- 75% of attendees surveyed will indicate they have made changes in their library procedures or services as a result of participating in teleconferences, workshops, CE mini-grant activities, or other types of CE activities when measured 6 weeks to 6 months after the event.
- 80% of surveyed library staff will indicate the LiLI databases have helped them to meet the information needs of their patrons.

2. Develop, coordinate, and provide continuing education and training programs and services for library staff and trustees.

ACTIVITIES WITH TARGETS:

a. Provide grants for individuals and/or groups. *Ongoing*
b. Offer training in the development and improvement of library services. *Ongoing*

c. Offer training for ICfL services. *Ongoing*

Output Targets:

- Maintain an average of 500 e-course completions per year.
- Maintain an average of 50 face-to-face CE/training events per year.
- Provide one blended learning opportunity per year.
- Maintain an average of 10 attendees at each training/CE event.

Outcome Targets:

- 75% of attendees surveyed will indicate they have made changes in their library procedures or services as a result of participating in teleconferences, workshops, CE mini-grant activities, or other types of CE activities when measured 6 weeks to 6 months after the event.
- 80% of surveyed library staff will indicate the LiLI databases have helped them to meet the information needs of their patrons.

3. Develop innovative methods of service delivery.

ACTIVITIES WITH TARGETS:

a. Coordinate and support Special Projects Library Action Team (SPLAT). *Meets quarterly*

b. Identify and promote evolving information technologies in all aspects of operations and services. *Ongoing*

c. Develop and present training events focusing on current trends in delivering information and services. *Ongoing along with annual and regional association conferences*

Output Targets:

- Facilitate a minimum of 4 SPLAT meetings per year.
- Maintain an average of 10 attendees at each training event.
- Present at least 1 event per year dealing with current trends in delivering information and services.

Outcome Targets:

- 90% of SPLAT members surveyed will feel they have positively contributed to the development of statewide programs and services.
- At the end of a workshop, 80% of attendees surveyed will indicate their skills and knowledge level is at 4 or 5 with 1 being low and 5 being high.
- 75% of attendees surveyed will indicate they have made changes in their library procedures or services as a result of participating in teleconferences, workshops, CE mini-grant activities, or other types of CE activities when measured 6 weeks to 6 months after the event.

Goal #2:
Libraries reach out to all segments of Idaho's populations. (LSTA Purpose #: 5 & 6)

NARRATIVE:
The Commission's Talking Book Service (TBS) loans audio books, magazines, and play back equipment free to any Idaho resident who is unable to read regular print, hold a book, or turn pages due to a temporary or permanent physical limitation. Staff is available to help users select titles of interest. Along with mail service, direct ordering is available through our online catalog as well as the ability to download digital titles, making access to materials and information as convenient as possible.

The Tweens and Teens program is an opportunity for libraries to provide meaningful services to a "tough" target group. In order for this group to even think about the rich resources available through the library, the local public and school libraries need to be able to provide relevant programs to attract their attention. This program helps provide the important bridge between children's and adult services with the goal of breaking down the stereotypical library barriers in order to create lifelong library users.

The Mid-Life Adults program is a result of the Commission's participation in the IMLS funded, multi-state Transforming Life after Fifty (TLA-50) program coordinated through the California State Library. Library staff from across Idaho participated in the fellowship which raised awareness about the wave of "baby boomers" that began retirement in 2011. This program addresses the changing nature of aging and what this means for library services and access needs. Providing information, training, technical assistance, and resources for Idaho libraries and their community partners for all areas relating to mid-life adults in order to help the libraries better serve and engage this target population guides the activities of this program.

OBJECTIVE:
1. Develop, coordinate, provide, and support programs and services to meet the needs of different target populations.

ACTIVITIES WITH TARGETS:
a. Provide TBS programs and services *Ongoing*
b. Coordinate outreach for TBS *Ongoing with quarterly advisory committee meetings*
c. Promote new formats for TBS *Ongoing*
d. Provide training and support in designing and providing services that eliminate barriers to access *Annually*

Output Targets:
- Increase the number of new TBS patrons by 2% annually.
- Increase the number of TBS patrons using their local public libraries by 5% biannually.
- Conduct an outside evaluation of the TBS program by 2015.

- Maintain an average of 10 individuals at training activities.

Outcome Targets:

- Increase public library referrals of TBS activities by 2% annually.
- By 2015, the active users of BARD will reach 25%.
- At the end of a training event, 80% of respondents surveyed will indicate their skills and knowledge level is at 4 or 5 with 1 being low and 5 being high.
- When measured 6 weeks to 6 months after an event, 75% of the respondents will indicate they have made changes in their library procedures or services as a result of participating in the training opportunities.
- 80% of respondents will feel their project partnerships have been successful.

STRATEGIC ISSUE: LITERACY

II. How will the Idaho Commission for Libraries assist libraries to provide Idahoans with equitable access to literacy and learning opportunities in order to be successful in all of life's endeavors?

NEEDS STATEMENT:
In a society built upon knowledge and flooded with a staggering amount of information, an individual's literacy, which is the ability not merely to read and write but also to understand and use language, determines the quality of life and ultimately society's well being. Libraries have always been a part of the learning experience. Traditionally, public libraries fulfilled the informal learning role in an individual's life, while academic and school libraries were at the heart of the formal learning communities. Because of the link between reading and libraries, issues of literacy naturally find support in library programming and services.

Fifteen years ago, responding to the need to address reading and school readiness, the Commission launched its Read to Me (RTM) program with the vision for all parents and caregivers to nurture their children's early literacy skills and for all children to develop as independent readers and become lifelong learners. Using information from early brain development studies, activities were designed to educate library staff about early literacy while providing them with services that could be localized to meet their customers' needs. Throughout the years, RTM program coordinators stayed connected with ongoing research and developed services accordingly. For example, programs that build home libraries for children are based upon studies that have shown the availability of reading material in the home, whether owned or borrowed from the library, is directly associated with children's achievement in reading comprehension. (See: National Center for Education Statistics, 2001 and http://libraries.idaho.gov/files/RIFMetaAnalysisPresentation1-12-2012Stewart.pdf for more information on the findings on children's access to print material.)

While evidence of the RTM program's successes can be found on ICfL's website at http://libraries.idaho.gov/page/read-to-me-resources, the surface of the need is just being penetrated. For example, according to the 2010 census data, 138,836 children under the age of six live in Idaho.* Due to funding limitations the RTM program is currently reaching fewer than five percent of those children each year through its outreach programs. Funding not only limits the number of children who can be reached, but also limits the number and variety of programs the Commission can offer. As new findings on early childhood literacy development are published and techniques are proven effective, money is not available to make changes or additions. (*Source: Idaho Kids Count in their Jan. 2012 report, http://idahokidscount.org/downloads/library/downloads/primary_research/CensusDataHighlights12.pdf)

Literacy and learning opportunities as well as inadequate funding are not new challenges to the school library community. After completing the *Idaho School Library Impact Study – 2009*, the Commission hired its first School Library Consultant charged with creating a development plan for effective school libraries. In the recent economic downturn, the handful of trained teacher librarians became fewer. Less money is available for library materials of any sort where budgets are already minimal if not non-existent.

As Idaho adopts new K-12 national standards and implements a 1:1 program to provide every student with a mobile device to ensure they have 21st Century skills to be successful in college, career, and citizenship, teacher-librarians are in a perfect position to take the lead to integrate technology and provide instruction and professional development in 21st Century skills.

A few years ago a message from academic and school librarians started to surface. This message was voiced again and more strongly as the needs assessment activities were conducted with ICfL's advisory groups. Academic librarians said that students were coming to them with poor or absent library skills. High school librarians echoed the same issues; then junior high/middle school librarians said the same thing. In a digital, connected environment, research and basic library skills were lacking. A clear pattern had emerged.

Investigation into the issue revealed a grave problem. The startling statistics show:

- *Nearly 5,800 students did not graduate from Idaho's high schools in 2010; the lost lifetime earnings in Idaho for that class of dropouts alone totals over $1.5 billion*[(1)]
- *Idaho ranks 46th of all states in college completion at 22.3 percent*[(2)] *Nearly 1 in 4 Idaho students fails to graduate from high school with a regular diploma in 4 years*[(3)]

(1) Alliance for Excellent Education, "The High Cost of High School Dropouts," www.all4ed.org
(2) 2009 American Community Survey (Census Bureau), cited in 2010 Grad Nation Index provided by Johns Hopkins University's Everyone Graduates Center, www.every1graduates.org
(3) Alliance for Excellent Education, "Education and the Economy: Boosting Idaho's Economy by Improving High School Graduation Rates," March 2011, www.all4ed.org/files/Idaho_seb.pdf

In the fall of 2011, the State Librarian and the Commission's staff started holding conversations with ICfL's advisory groups specifically addressing this issue, which became known as college and career readiness. This need has developed into a call to action among all library staff members and library leadership to ensure that more students graduate from high school prepared to succeed in college, career, and civic life.

While libraries enjoy a beloved history associated with books and the love of reading, this history carries with it greater than ever responsibilities. Without libraries taking advantage of their rich resources to contribute toward the improvement of literacy issues at all levels of society, the challenges and deficiencies will only grow.

GOAL #1:
Libraries flourish as a central place in a learning society. (LSTA Purpose #: 1,4,5, & 6)

NARRATIVE:
The Commission's Read to Me program provides a variety of outreach opportunities for libraries. Getting books into children's hands, encouraging reading, providing information on early literacy, involving families and caretakers, reaching into the community, and forming partnerships are the basis of RTM services.

Family/caregiver workshops involve young children and their parents in learning early literacy skills in fun-filled ways. Targeting children from birth to kindergarten who are unlikely to have many books in their homes or have a library card, one program provides a book a month for nine months for each participating child. Information is provided to parents with tips and strategies to support early literacy skills at home. Publically-funded public libraries and school libraries that host events for Idaho's Family Reading Week receive planning and marketing information, programming ideas, and literacy materials to help them reinforce the fun and value of reading. Helping public libraries enhance services for child care providers and the children and families with whom they work is an important part of RTM. Information, training, and resources are available to Idaho libraries and their community partners in support of their efforts to serve English language learner community members. Summer reading programs are designed to help children maintain or improve their reading readiness when they go back to school.

Public awareness efforts for RTM encompass a wide variety of materials and dissemination methods to reach families across Idaho with information about early literacy and library resources. Outreach materials are available as part of the programs along with many other resources such as model presentations and Spanish language resources.

Along with the RTM program, other ICfL programs have been developed to help libraries flourish as a central place in a learning society. Each type of Idaho library plays various roles to support student learning by helping prepare Idaho students to succeed in college, career, and civic life. College and Career Ready is a movement to facilitate discussion and create an action plan to help libraries, along with other community partners, address one of Idaho's gravest challenges: reducing the student dropout rate and ensuring that more students are college and career ready.

The Idaho library community did some preliminary work through its College and Career Ready initiative and identified three areas that will have the greatest effect on dropout rates 1) preparing more children to be school ready; 2) helping reduce the summer slide; and 3) strengthening school libraries.

Strengthening the role of the teacher-librarian is a major component in strengthening school libraries. Having school libraries recognized as vital and essential to student academic achievement is the purpose of ICfL's school library development program. The School Library Action Planning Committee (SLAP☺), representing Idaho's six school district regions, is the first group of practicing teacher-librarians charged with helping the Commission to develop a school library development plan. Essential elements of the program include establishing Professional Learning Communities (PLC) and promoting teacher-librarian's roles in tackling 21st Century issues like intellectual property rights (students creating content), digital citizenship, online safety, cyber bullying, and copyright awareness and compliance.

OBJECTIVE:

1. Develop, coordinate, provide, and support reading and literacy programs and services.

ACTIVITIES WITH TARGETS:

a. Promote literacy programming. *Ongoing*
b. Coordinate and support early literacy programs. *Annually/Ongoing*
c. Conduct early literacy training. *Annually*
d. Coordinate and support summer reading programs. *Annually/Ongoing*
e. Provide programs that foster college and career readiness and 21st Century skills. *Annually/Ongoing*
f. Demonstrate the role of libraries in the education process. *Ongoing*
g. Promote the role of the teacher-librarian. *Ongoing*
h. Leverage LSTA funding for additional program support. *Ongoing*

<u>Output Targets:</u>

- Provide annual early literacy training for librarians and partners.
- 20 times per year, publish email newsletter for improving services to children and young adults.
- Increase the number of children/families served through Read to Me outreach programs by 3% annually.

- Increase the number of children participating in Summer Reading programs by 3% annually.
- Increase the number of new libraries participating in Read to Me outreach programs annually.
- Increase the number of new libraries participating in Summer Reading outreach programs annually.
- Complete the School Library Action plan by January 2013.
- Establish process to address college and career readiness by spring 2013.
- Include the importance of 21st Century Skills in at least two workshops conducted each year.

Outcome Targets:

- In annual Read to Me project evaluations, 85% of participating parents and caregivers will indicate positive changes in early literacy knowledge and behaviors.
- At the end of Read to Me workshops, 80% of attendees surveyed will indicate their skills and knowledge level is at a 4 or 5 with 1 being low and 5 being high.
- Annually, 80% of librarians participating in Read to Me outreach programs will indicate an improvement in their capacity to better serve families and children.
- Annually, 80% of librarians participating in Summer Reading outreach programs will indicate an improvement in their capacity to better serve children and young adults.
- By 2016, 75% of respondents will indicate they have developed programs/services to address college and career readiness.
- At the end of a training event, 80% of respondents surveyed will indicate their skills and knowledge level is at 4 or 5 with 1 being low and 5 being high.
- When measured 6 weeks to 6 months after an event, 75% of the respondents will indicate they have made changes in their library procedures or services as a result of participating in the training opportunities.

STRATEGIC ISSUE: COMMUNITY ANCHOR

III. How can the Idaho Commission for Libraries assist all libraries to become valued community anchors within their unique communities?

NEEDS STATEMENT:
The concept of a library as a valued community anchor fits perfectly with the 2020 Vision developed for all libraries in the state. In this vision, any type of library, academic, school, or public, has been designated as the nexus of the community. It is envisioned as the center, something vibrant in its unique community.

The idea of a community anchor carries with it the concepts of economic vitality, civic engagement, and cultural opportunities. Retaining the history and heritage of a community was an important issue in the futures conference where the 2020 Vision was

developed. With Idaho's 150th territorial celebrations underway, history, heritage, and culture remain important factors.

A place for people to gather, but more importantly to connect, was a recurring theme in the needs assessment activities conducted with ICfL's advisory groups. To accomplish this, all libraries should be connected to the needs and opportunities of their respective communities.

The Commission's national broadband grant project, online @ your library, as well as national trends show the important contributions libraries can make to a community's well being. Libraries concerned about their own sustainability can help themselves by working with and supporting other organizations and agencies for sustainable local communities. Through the ICfL's broadband initiative, the Idaho Department of Labor (DOL) staff discovered that the 143 public library outlets throughout Idaho provided them with much greater access to and contact with their clients than the state's 25 DOL outlets.

Another need, which is coupled with the need to access agencies like DOL, is the ability to function in the digital world. Digital literacy, defined as learning about technology and most importantly being able to use technology, is a needed 21st Century skill. With online job applications and government forms, basic computer skills are essential.

In a presentation made in October 2011 at Oregon Connections Telecommunications Conference, Lee Rainie, Director of the Pew Internet Project, shared information about the segment of the population that is not online. As of the Pew Internet Project's May 2010 tracking survey, 22% of American adults were not online. Ten percent indicated they want to use the Internet in the future, and 61% of that group reported needing assistance to get online. Rainie pointed out that "relevance and digital literacy are primary factors for not going online. (For complete presentation see: http://pewinternet.org/Presentations/2011/Oct/Oregon-Broadband.aspx)

All libraries can contribute to increasing digital proficiency. Public libraries can fill in where school and academic libraries are unable to go. The following facts show the unique position of public libraries in providing Internet access and digital literacy training.

- In 70% of Idaho's rural communities, the library is the only free Internet access.
- Over 90% of Idaho's libraries offer computer and other technical training.

(http://libraries.idaho.gov/files/BTOPUpdateNTIA2012May.pdf)

The importance of public libraries to overall economic community health has just begun to be recognized. Helping to build digitally inclusive communities* is another way libraries participate in creating healthy, vital communities. Their role in economic development is moving beyond the traditional concept that a public library facility in the downtown core is healthy for a city. The important contributions libraries make in community economic development are limited only by imaginations. The partnerships

and collaborative example learned through ICfL's broadband program has far-reaching potential for all Idaho libraries. (*More information on the Building Digitally Inclusive Communities can be found at http://www.imls.gov/assets/1/AssetManager/DIC-FrameworkReport.pdf.)

While the community anchor concept is generally applied to public libraries, the idea of each library being a valuable contributor to the community is universal to all types of libraries. Without this concept, the resources and potential of library services are wasted and libraries are in jeopardy of becoming obsolete.

GOAL #1:
The citizens of Idaho identify their libraries as vital. (LSTA Purpose #: 1,3,4,5, & 8)

NARRATIVE:
The roles and responsibilities of libraries within the context of their local communities are changing. As part of ICfL's broadband initiative online @ your library, Idaho's public libraries have the opportunity not only to help with their local economic stability development, but also to raise the value of the library in the community. There is a need to continue the focus areas of the initiative, specifically digital literacy training and online resources for job seekers, students K-12, and post-secondary and adult basic education. While the following success stories show the accomplishments, they clearly illustrate basic program needs.

- "Our ABE (Adult Basic Education) folks have been doing a great job promoting the LearningExpress Library, and I find myself referring many families to its use."
- "[BTOP] has brought new resources and assistance to the people in our communities across the State."
- "New opportunities that will benefit both the libraries and ABE are being discussed as a result of this [partners and resources] training."
- "The staff consider the [LearningExpress Library] tests to be valuable tools for students who are working on a wide range of technical certifications."
- "I helped [a library user who didn't know how to navigate computers] set up a Skype account so he could do his online interview…He got the job!"

(http://libraries.idaho.gov/files/BTOPUpdateNTIA2012May.pdf)

Although statistical information is an important part of library planning, the numbers cannot tell the whole story. Library leaders need to be able to express the library's identity. They need to engage and connect with stakeholders and community leadership as well as their customers. They need to keep connecting and telling their stories in a genuine and engaging way.

A recent study done for Boise Public Library (BPL) reinforces this need. The findings indicate the services that non-library users said they would find useful if they actually became library users are, in fact, services already available at the Boise Public Library.

A striking example of this is downloadable e-books. (The study can be found at http://www.boisepubliclibrary.org/About_BPL/Policies_and_Plans/FinalReportMarch032012.pdf.)

Creating and sustaining partnerships is a significant way libraries can become vital members of their communities. The complexities of forming successful partnerships require knowledge and skills. Training and resources are necessary to understand the different types of partnerships as well as the communication necessary to gain participation and sustain relationships.

OBJECTIVES:

1. Raise awareness about libraries.

ACTIVITIES WITH TARGETS:

a. Promote libraries as community anchor institutions. *Ongoing*
b. Present training opportunities on "libraries as learning organizations." *Ongoing*
c. Expand and support digital literacy programs started with the broadband opportunity. *Ongoing*
d. Coordinate and support development of public and private partnerships. *Ongoing*
e. Develop statewide marketing campaigns. *Tied to ongoing, statewide LSTA programs and developed for new programs as they are introduced to the library community*
f. Teach library staff and public library trustees how to market their local libraries. *Ongoing*
g. Develop and implement programs to foster leadership. *Ongoing*,
h. Develop a clearinghouse for library success stories. *By 2014; ongoing*

Output Targets:

- Maintain an average of 10 attendees at each training/CE activity.
- Conduct four digital literacy training events each year
- Conduct one training opportunity per year which maintains and expands partnerships started with the broadband opportunities that enhance workforce development.
- Collect and post library and partnership success stories.
- Publish trustee newsletter quarterly.

Outcome Targets:

- At the end of a training/CE event, 80% of respondents surveyed will indicate their skills and knowledge level is at 4 or 5 with 1 being low and 5 being high.
- When measured 6 weeks to 6 months after an event, 75% of the respondents will indicate they have made changes in their library procedures or services as a result of participating in the training/CE opportunities.
- 80% of respondents will feel their project partnerships have been successful.

Goal #2:
ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries. (LSTA Purpose #: 1,4,7,8)

NARRATIVE:
It is important for ICfL to model best practices in order to be a good example to clients, partners, and lawmakers. The Commission strives to be a valuable community anchor institution. Assisting libraries to contribute valuable services to their communities is the basis for ICfL's work, and those valuable services are the way for libraries to become invaluable to their communities.

Quality management is the basis of a good reputation and the foundation for building trust with ICfL's clients, colleagues, stakeholders, and partners and it involves transparency and accountability in all agency activities and operations. The Commission is a good steward of both its public and private funds and will continue with the high standards and expectations set in the past. The agency's value to be a learning organization applies to all areas of management.

- LEARNING ORGANIZATION: We continuously improve services by creating, gathering, and transferring information and modifying behaviors to reflect new knowledge and insights.

The Commission is committed to providing a quality work environment. The agency's customer service value statement addresses high quality internal as well as external customer service. It is important that each staff member understands and supports the agency's mission. Hiring talented people and being able to provide training and professional development opportunities is necessary to maintain a healthy, productive environment.

OBJECTIVES:
1. Support the activities necessary to administer LSTA funds in the state of Idaho.

ACTIVITIES WITH TARGETS:
a. Administer grant funds for projects and services to carry out the LSTA priorities. *Ongoing*
b. Conduct periodic needs assessments and collect, analyze, and disseminate relevant statistical and baseline data on Idaho libraries and their services in the areas of LSTA priorities. *Ongoing*

<u>Output Targets:</u>
- Provide information regarding LSTA programs and services in quarterly newsletters and on website.
- Meet reporting requirements in a timely manner.

2. Encourage libraries to develop and deliver innovative programs or services within the LSTA priorities.

ACTIVITIES WITH TARGETS:

a. Utilize members of the library community to develop statewide programs and services. *Annually/Quarterly/Ongoing*
b. Provide opportunities for ICfL staff to learn and use changing technologies. *Ongoing*
c. Promote events that help to keep the Idaho library community engaged with emerging trends relevant to library services. *Ongoing*

Output Targets:

- Conduct 12 library advisory group meetings per year
- Develop one program annually on emerging trends

Outcome Target:

- 90% of library advisory group members surveyed will feel they have positively contributed to the development of statewide programs and services.
- At the end of a training/CE event, 80% of respondents surveyed will indicate their skills and knowledge level is at 4 or 5 with 1 being low and 5 being high.
- When measured 6 weeks to 6 months after an event, 75% of the respondents will indicate they have made changes in their library procedures or services as a result of participating in the training/CE opportunities.

3. Survey and evaluate library programs and services.

ACTIVITIES WITH TARGETS:

a. Collect, publish, and disseminate annual library statistics. *Annually for public libraries*
b. Collect and disseminate feedback on agency programs and services. *Ongoing – tied to every workshop and program*

Output Targets:

- Preliminary public library data will be available by May of each year.
- 95% of public libraries will submit their data for inclusion in the annual statistical report.

Outcome Targets:

- Annual averages indicate that programs and services meet or exceed projected outputs and/or outcomes.
- Five-year evaluation finds that ICfL overall met LSTA purposes, outputs, and outcomes as outlined in the 2013-2017 plan.

PRIORITIES AND CRITERIA FOR PRIORITIZATION

The priorities of this plan come from the data collected in the recent evaluation of the current plan and services. The document, *Evaluation of the Idaho Commission for*

Libraries 2008-2012 LSTA Five Year Plan, February 29, 2012, created by Nancy Bolt & Associates, can be found on ICfL's website at http://libraries.idaho.gov/files/2008-2012FvYrEvl20120229Mhoo.pdf.

The following data is from Appendix I: Future Needs and Priorities. The goals developed for this plan are based on the agency's mission, the needs assessment, and the following rankings.

Library priorities for next five years
Survey respondents were asked "Based on community needs what are your library's top five priorities for the next five years." Each respondent could select up to five priorities. The following are the top priorities based on responses of 137 survey participants:

Priority	**# of responses**	**Percentage**
Promoting library value to the community	72	52.6%
Collecting emerging formats, like e-books	70	51.1%
Improving collections	65	47.5%
Making sure children develop literacy skills	57	41.6%
Provide training for current staff members	56	40.9%

Other high priority needs include teaching computer and other library technology skills 38% or 52 responses; serving teens 35% or 48 responses; and teaching information literacy skills 33.6% or 46 responses.

Priority of Statewide Programs, 2013-2017
Based on the survey and the focus group results, ICfL statewide programs are favorably received. Focus group participants were asked to rank each program as a high, medium, or low priority for the next five years. The Read to Me program received the highest number of 'High Priority' votes, followed by the Continuing Education program, LiLI-Unlimited and the Talking Book Service. The Read to Me Program responds to the need of "Making sure children develop literacy skills." The Continuing Education program responds to the need to provide training for current library staff members.

Statewide Program	High	Medium	Low
Read to Me	22	1	
LiLI-Unlimited	10	12	2
Continuing Education	11	10	2
Competitive Grants	8	11	4
Tweens and Teens	7	13	3
e-Branch in a Box	2	4	11
Talking Book Service	10	8	2

EVALUATION PLAN

The Idaho Commission for Libraries will continue to use a combination of techniques to evaluate the success of the activities in meeting our goals and priorities:

- Monitor activities of the state-administered programs and sub-grant projects.
    - Commission projects are evaluated by an appropriate method chosen by the lead Consultant or Project Coordinator. Sub-grant projects are evaluated through quarterly and final narrative and financial reports.
- Coordinate peer reviews of selected projects.
- Conduct surveys or assessments as needed.
- Assess progress with the assistance of the Advisory Council as a part of the development of the annual Allocation Plan.
- Review the 5-year plan in light of evaluative information and other developments, and revise as needed.
- Incorporate outcome-based evaluation into appropriate projects.
- Conduct an outside evaluation of the 5-year plan based upon IMLS evaluation guidance guidelines.

STAKEHOLDER INVOLVEMENT

The Idaho Commission for Libraries has used a collaborative approach to program planning and development since 1985. Under LSTA, we continue to work with an advisory council and other representative task forces on the development of plans and major initiatives, and to collaborate with the Idaho Library Association (ILA), literacy organizations, and other groups with similar interests.

The advisory council and task force memberships are representative of the library entities in the state that include public, school, academic, and special libraries as well as those serving individuals with disabilities. They provide input at scheduled meetings during the year and individually on a more frequent basis, making the connection to the patron that the Commission utilizes in its planning efforts.

The Commission development staff has ongoing interaction with library directors, staff, and governing boards during site visits, training sessions, and regional or consortia meetings. This informal input and feedback is also integrated into our discussions and planning.

COMMUNICATION AND PUBLIC AVAILABILITY

The message that stakeholders, the library community, and citizens of Idaho should receive from Idaho's State Plan is that we are striving to complete our mission of assisting libraries to build the capacity to better serve their clientele and how we propose to accomplish that. Once IMLS has approved the State Plan, the State Librarian makes an

announcement to the Board of Commissioners, ICfL staff as well as the library community. The plan is posted on the ICfL web site along with the evaluation results of the prior plan and other information of interest to the library community.

The Commission keeps the library community informed and requests continual feedback through regular newsletters (print and electronic), an Idaho library listserv (LibIdaho), and the agency website at http://libraries.idaho.gov/. The Idaho 2013-2017 plan is accessible through the Commission's website http://libraries.idaho.gov/page/lsta-library-services-technology. Development staff uses the plan in the course of working with individual and groups of libraries in local and consortia planning. Progress of Commission administered projects and subgrants is also reported through the newsletters. The plan is used at grant workshops and referenced in the allocation plan and notification announcing each year's LSTA grant funds.

MONITORING

The Commission's Grants Officer has primary responsibility for monitoring the state's and sub-grantees' performance and compliance with rules, regulations, and the State Plan. She works closely with the Administrative Services Manager, the agency's fiscal team, Program Coordinators, and Consultant staff on fiscal and programmatic monitoring. Progress in state-administered programs is monitored by the relevant lead Consultant and/or Program Coordinator and through monthly accounting system reports. Sub-grantee projects are monitored by the assigned Consultant and/or Program Coordinator and the Grants Officer through quarterly and final reports, site visits, and phone calls.

If the Commission feels a change is needed in this plan, those revisions will be incorporated in the annual plan revision, due April 1 of each year. If it is necessary to implement changes prior to that time, the Commission will contact our IMLS State Program Officer and discuss that revision.

LIBRARY SERVICES AND TECHNOLOGY ACT
IDAHO STATE PLAN
FY2013-2017

APPENDICES:

I. Idaho Commission for Libraries - Advisory Groups

II. CROSS-WALK of SERVICES/ACTIVITIES with FOCUS AREAS

III. TIMELINE TABLES for GOALS and ACTIVITIES

Appendix: II – Idaho Commission for Libraries - Advisory Groups

Idaho Board of Library Commissioners
The Board of Library Commissioners is designated as the policy making body for the Idaho Commission for Libraries. *Idaho Code 33-2503*
http://libraries.idaho.gov/page/board-commissioners-0

LSTA Advisory Council
The Advisory Council is appointed by the Board of Library Commissioners in accordance with the Library Services and Technology Act, P.L. 104-208. The Council broadly represents the library community and library users, and serves to advise the Board of Library Commissioners. The Advisory Council shall advise the Board of Library Commissioners on the development of the state plan for the Library Services and Technology Act, the annual LSTA program, and evaluation of LSTA grant applications and projects. The Advisory Council shall be broadly representative of all types of libraries and users of such libraries.
http://libraries.idaho.gov/page/advisory-council

Libraries Linking Idaho (LiLI) Steering Committee
The LiLI Steering Committee operates in partnership with the ICFL staff to plan, initiate and evaluate LiLI services. The LiLI Steering Committee provides input regarding LiLI services, develops and recommends policies, standards, and requirements for the ICFL Board of Commissioners approval, and develops funding recommendations for LiLI programs and services.
http://libraries.idaho.gov/page/lili-steering-committee

School Library Action Planning Committee
To develop a plan to help school libraries create and sustain current, innovative, and valued programs that meet the needs of the school library community and the goals of the Idaho Commission for Libraries.
http://libraries.idaho.gov/page/school-library-action-planning-committee-resources

Talking Book Advisory Committee
The Idaho Commission for Libraries works in partnership with the local community to promote and deliver services to people with special needs. The Talking Book Advisory Board supports this strategic initiative by utilizing the knowledge and expertise of information providers and users throughout the state to improve service to Idaho citizens who cannot read standard print or have other special needs.
http://libraries.idaho.gov/page/talking-book-advisory-committee

Special Projects Library Action Team (SPLAT)
To act in the 'crows nest' capacity, searching for innovation, proposing and leading experiments and pilot projects, discovering new opportunities.
http://splat.lili.org/

BTOP Advisory Task Force
A "peer sharing" group to share information about broadband and public access computing in libraries with each other, the Commission, and the Idaho library community. The task force will conclude this one-year charge with a "next steps" report and recommendations.
http://libraries.idaho.gov/landing/online-your-library

Continuing Education Advisory Group
The Continuing Education Advisory Group provides guidance for the statewide Continuing Education Action Plan which is the road map for providing professional development for the Idaho library community. This group is comprised of Idaho librarians from small and large, public, school and academic, rural and urban communities.
http://libraries.idaho.gov/page/continuing-education-advisory-group

Appendix: II – Cross-Walk of Services/Activities with Focal Areas

FOCAL AREA	SERVICE/ACTIVITY	TARGET USERS
Lifelong Learning	Talking Book Service (TBS): Provide and promote programs and services; Coordinate outreach; Promote new formats	Individuals unable to read regular print, hold a book, or turn pages due to temporary or permanent physical limitation
	Read to Me programs (RTM): Family and early literacy programming and training, including ELL (English Language learners)	Youth from birth to 8 years; parents and caregivers; Includes those with limited literacy skills
	Summer reading programs	Youth, parents/caregivers
	Provide programs that foster college and career readiness and 21st Century skills.	K-14, parents, local library staff including public libraries, teacher-librarians, and academic
	Demonstrate the role of libraries in the education process and promote the role of teacher-librarian.	Teachers, school administration and leadership, K-12 students
	Promote libraries as community anchor institutions.	Library staff and leadership; General public
	Expand and support digital literacy programs started with the broadband opportunity.	Various segments of population including underserved and refugees
	Coordinate and support development of public and private partnerships.	Local library staff and partner staff
	Offer training for ICfL services.	Local library staff
Human Services	Provide training and support in designing and providing services that eliminate barriers to access, 50+ programming	Local library staff and partners; different targeted segments of the population
	Coordinate and support development of public and private partnerships, 50+ programming	Local library staff and partner staff; different targeted segments of the population
	Offer training for ICfL services	Local library staff
Employment and Economic Development	Promote libraries as community anchor institutions.	Library staff and leadership; General public
	Expand and support digital literacy programs started with the broadband opportunity.	Various segments of population including job seekers, underserved and refugees
	Coordinate and support development of public and private partnerships.	Local library staff and partner staff
	Teach library staff and public library trustees how to market their local libraries.	Library staff and leadership; General public
	Present training opportunities on “libraries as learning organizations.”	Library staff
	Offer training for ICfL services.	Local library staff

FOCAL AREA	SERVICE/ACTIVITY	TARGET USERS
Information Access	Coordinate, support, promote, and provide training for networked library services: Libraries Linking Idaho (LiLI)	Libraries; General broader public
	Provide information about current and emerging resource sharing methods and opportunities including digital repository [STACKS]	Libraries; General broader public
	Encourage use of current and new technologies to support access to information and services.	Library staff/libraries
Library Capacity Building	Provide grants for individuals and/or groups.	Library staff
	Offer training in the development and improvement of library services.	Library staff
	Coordinate and support Special Projects Library Action Team (SPLAT); Identify and promote evolving information technologies in all aspects of operations and services, and Develop and present training events focusing on current trends in delivering information and services.	Library staff; General public
	Leverage LSTA funding for additional program support.	Local libraries and selected population segment
	Promote libraries as community anchor institutions.	Library staff and leadership; General public
	Present training opportunities on "libraries as learning organizations."	Library staff
	Develop statewide marketing campaigns tied to ongoing LSTA programs and services.	Library staff and leadership; General public
	Develop and implement programs to foster leadership.	Library staff and leadership
	Develop a clearinghouse for library success stories.	Library staff; General public
	Administer grant funds for projects and services to carry out the LSTA priorities, and Conduct periodic needs assessments and collect, analyze, and disseminate relevant statistical and baseline data on Idaho libraries and their services in the areas of LSTA priorities	Library staff and leadership
	Utilize members of the library community to develop statewide programs and services.	Library staff; General public
	Provide opportunities for ICfL staff to learn and use changing technologies.	Library staff
	Promote events that help to keep the Idaho library community engaged with emerging trends relevant to library services.	Library staff and leadership
	Collect, publish, and disseminate annual library statistics, and Collect and disseminate feedback on agency programs and services.	Library staff; General public

Appendix: III TIMELINE TABLES for GOALS and ACTIVITIES

Goal: I.1 Awareness and understanding of the disparate ways information is accessed and processed create useful and valued services.																				
	FY2013				FY2014				FY2015				FY2016				FY2017			
Objectives and Activities	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OBJ: I.1.1 Provide support, promote, and encourage access to information and library services:																				
a. Coordinate, support, and promote Libraries Linking Idaho (LiLI). *Ongoing and with quarterly meetings of the LiLI Steering Committee*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
b. Provide information about current and emerging resource sharing methods and opportunities. *Ongoing*																				
c. Encourage use of current and new technologies to support access to information and services. *Ongoing*																				
d. Provide training and support of networked library services. *Ongoing*																				
OBJ: I.2. Develop, coordinate, and provide continuing education and training programs and services for library staff and trustees:																				
a. Provide grants for individuals and/or groups. *Ongoing*																				
b. Offer training in the development and improvement of library services. *Ongoing*																				
c. Offer training for ICfL services. *Ongoing*																				
OBJ: I.1.3 Develop innovative methods of service delivery:																				
a. Coordinate and support Special Projects Library Action Team (SPLAT). *Meets quarterly*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
b. Identify and promote evolving information technologies in all aspects of operations and services. *Ongoing*																				
c. Develop and present training events focusing on current trends in delivering information and services. *Ongoing along with annual (✓) and regional (✓) association conferences*	X		X		X		X		X		X		X		X		X		X	

Goal I.2: Libraries reach out to all segments of Idaho's populations.																				
	FY2013				FY2014				FY2015				FY2016				FY2017			
Objectives and Activities	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OBJ: I.2.1. Develop, coordinate, provide, and support programs and services to meet the needs of different target populations																				
a. Providfe TBS programs and services. *Ongoing*																				
b. Coordinate outreach for TBS. *Ongoing with quarterly advisory committee meetings*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c. Promote new formats for TBS. *Ongoing*																				
d. Provide training and support in designing and providing services that eliminate barriers to access. *Annually*			✓				✓				✓				✓				✓	

Goal: II.1. Libraries flourish as a central place in a learning society.																				
	FY2013				FY2014				FY2015				FY2016				FY2017			
Objectives and Activities	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OBJ:II.1.1. Obj: 1. Develop, coordinate, provide and support reading and literacy programs and services																				
a. Promote literacy programming. *Ongoing*																				
b. Coordinate and support early literacy programs. *Annually/Ongoing*		X				X				X				X				X		
c. Conduct early literacy training. *Annually*				✓				✓				✓				✓				✓
d. Coordinate and support summer reading programs. *Annually/Ongoing*		X				X				X				X				X		
e. Provide programs that foster college and career readiness and 21st Century skills. *Annually/Ongoing*				X			ILA				ILA				ILA				ILA	
f. Demonstrate the role of libraries in the education process. *Ongoing*																				
g. Promote the role of the teacher-librarian. *Annually/Ongoing*	ILA				ILA				ILA				ILA				ILA			
h. Leverage LSTA funding for additional program support. Ongoing																				

Goal: III.1. The citizens of Idaho identify their libraries as vital.																				
	FY2013				FY2014				FY2015				FY2016				FY2017			
Objectives and Activities	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OBJ: III.1.1 1. Raise awareness about libraries.																				
a. Promote libraries as community anchor institutions. *Ongoing*																				
b. Present training opportunities on "libraries as learning organizations." *Ongoing*																				
c. Expand and support digital literacy programs started with the broadband opportunity. *Ongoing*																				
d. Coordinate and support development of public and private partnerships. *Ongoing*			X				X				X				X				X	
e. Develop statewide marketing campaigns. *Tied to ongoing, statewide LSTA programs*																				
f. Teach library staff and public library trustees how to market their local libraries. *Ongoing*			X				X				X				X				X	
g. Develop and implement programs to foster leadership. *Ongoing*																				
h. Develop a clearinghouse for library success stories. *By 2014; ongoing*							X													

Goal: III.2. ICfL's public stewardship empowers service development and delivery and inspires a passionate commitment to libraries.																				
	FY2013				FY2014				FY2015				FY2016				FY2017			
Objectives and Activities	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
OBJ: III.2.1. 1. Support the activities necessary to administer LSTA funds in the state of Idaho																				
a. Administer grant funds for projects and services to carry out the LSTA priorities. *Ongoing*																				
b. Conduct periodic needs assessments and collect, analyze, and disseminate relevant statistical and baseline data on Idaho libraries and their services in the areas of LSTA priorities. *Ongoing*																				
OBJ: III.2.2. Encourage libraries to develop and deliver innovative programs or services within the LSTA priorities																				
a. Utilize members of the library community to develop statewide programs and services. *Annually/* Quarterly/*Ongoing*	X	LSTA	X	X	X	LSTA	X	X	X	LSTA	X	X	X	LSTA	X	X	X	LSTA	X	X
b. Provide opportunities for ICfL staff to learn and use changing technologies. *Ongoing*																				
c. Promote events that help to keep the Idaho library community engaged with emerging trends relevant to library services. *Ongoing*																				
OBJ: III.2.3. Survey and evaluate library programs and services																				
a. Collect, publish, and disseminate annual library statistics. *Annually for public libraries*	coll		Pub		col		Pub		coll		Pub		coll		Pub		coll		Pub	
b. Collect and disseminate feedback on agency programs and services. *Ongoing – tied to every workshop and program*																				