The State Plan for the Library Services and Technology Act (LSTA) in American Samoa:
FY 2018-2022

THE STATE PLAN FOR THE LIBRARY SERVICES AND TECHNOLOGY ACT IN
AMERICAN SAMOA:
FY 2018-2022

Mission

The Feleti Barstow Public Library is a center for lifelong learning dedicated to meeting the informational, technological, and cultural literacy needs of all age groups by providing both current and historical reading and instructional materials in a variety of formats. As the central public library for American Samoa, we serve as a model for other libraries and information centers to increase access to reading materials and promote literacy.

The Feleti Barstow Public Library

The Feleti Barstow Public Library (FBPL) is the designated State Library Administrative Agency (SLAA) and serves as the central public library, or State Library, in the U.S. Territory of American Samoa. The *State Plan for the Library Services and Technology Act (LSTA) in American Samoa: FY 2018-2022* has been prepared by the Acting Territorial Librarian, under the supervision of the Feleti Barstow Board of Directors. Data was collected from several sources and has been used to shape program decisions and modify goals, outputs, and outcomes for the current Five-Year Plan for FY 2018-2022. The Goals and Outcomes described in this plan relate directly to IMLS' LSTA-specified Grants to States Priorities to:

- expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;
- establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;
- 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;
- enhance efforts to recruit future professionals to the field of library and information services;
- 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 (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;
- develop library services that provide all users access to information through local, state,

regional, national, and international collaborations and networks; and
- carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

LSTA program funds have played an important role in establishing, maintaining, and improving services to underserved communities in American Samoa by allowing increased outreach to remote communities, via personal staff visits, and by promoting improved electronic delivery services throughout the Territory, via the Internet. The American Samoa Library Cooperative (ASLC), which represents the territory's largest and most active electronic information network was established with LSTA funding, and member sites offer users the most current online resources available for American Samoa. Professional development and training for library staff continues, and emphasizes strengthening computer skills, improving digital retrieval services, and providing effective literacy programs to underserved communities. The importance of preserving American Samoa's cultural heritage is vital, especially given the vulnerable environmental conditions in the territory. The FBPL continues to provide leadership for preservation and access initiatives, including the growth of the Polynesian Photo Archives.

This plan reflects the previous 5 Year Plan primarily because many programs remain critical to our continued development and success. This plan clearly identifies those areas. There were also some programs that we were unable to complete, but, will make every effort to do so in this plan. Also, several areas for improvement were noted during the evaluation of the previous plan which we hope to address in this plan while building on our progress in particular areas. Areas for clarity and detail have been addressed in outputs and outcomes as well as data collection improvements that were recommended by our evaluator. We have reduced the length of our plan while narrowing the focus of our goals to be more precise.

The Territory of American Samoa: An Overview

Background. The islands' comprising the Territory of American Samoa cover 77 square miles, including 7 islands, and is slightly larger than Washington, DC. American Samoa consists of five volcanic islands and two coral atolls. The islands are characterized by rugged peaks and limited coastal plains; Lata Mountain is the highest point at 3,163 feet. American Samoa's capital, Pago Pago, has one of the best natural deep water harbors in the South Pacific, as its shape and nearby mountains shelters it from waves and winds. American Samoa has a tropical climate; the rainy season is November to April and cyclones are common from December to March. American Samoa is an unincorporated territory of the U.S. administered by the Office of Insular Affairs, U.S. Department of the Interior. Residents of American Samoa are U.S. nationals, but may not vote in presidential elections in the United States (CIA 2017).
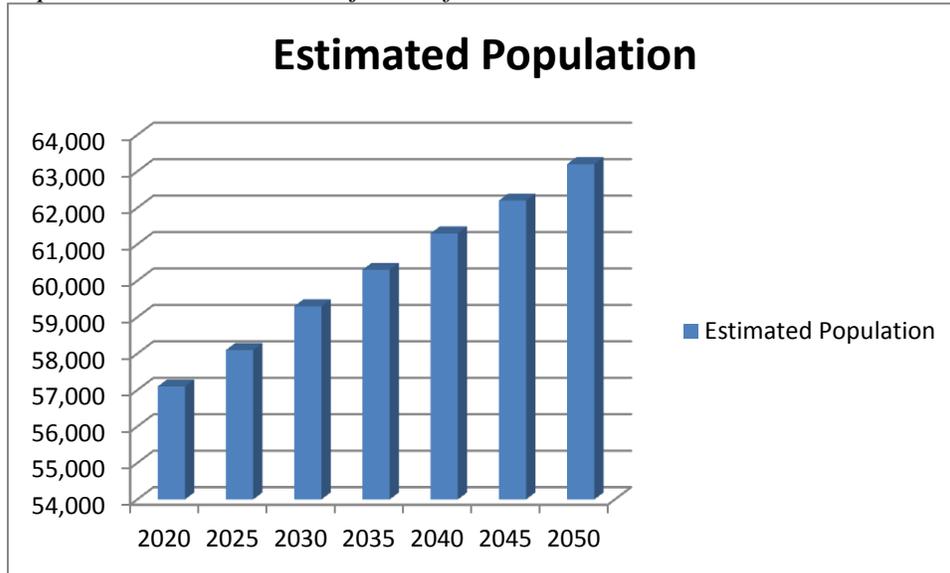
A map of the territory may be found here:
http://www.lib.utexas.edu/maps/australia/samoa_islands_2002.gif

The American Samoa Government website may be found here: http://americansamoa.gov/

Population Estimate & Projection. American Samoa is home to approximately 56,400 people, as of July 2016 (SPC 2017). Figure 1 shows the population estimate and projection through 2050.
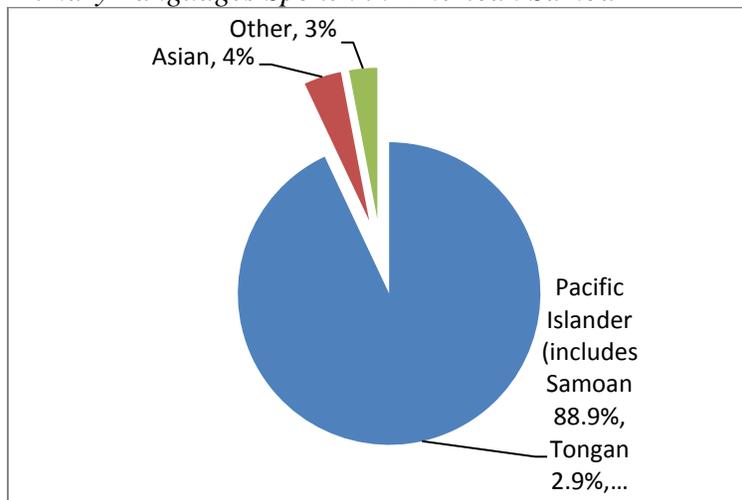
Figure 1
Population Estimate & Projection for American Samoa, 2020 -2050

Estimated Population

Year	Estimated Population

Note. Data adapted from "Population projections by PICT.xls," from the Secretariat of the Pacific Community PRISM, June 2016.

Language. Figure 2 shows the primary languages most commonly spoken in American Samoa as of June 2017. About 89% of American Samoa's population speaks Samoan, but most residents are bilingual (CIA 2017).
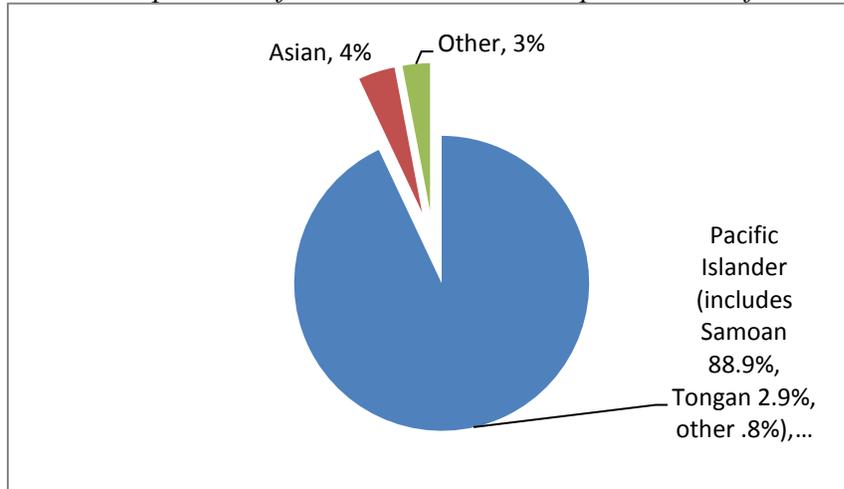
Figure 2
Primary Languages Spoken in American Samoa

Other, 3%
Asian, 4%
Pacific Islander (includes Samoan 88.9%, Tongan 2.9%,...

Note. Data adapted from "The World Factbook, American Samoa," from the Central Intelligence Agency, 2017.

Ethnicity. Figure 3 shows the ethnic composition of American Samoa's population, as individuals indicated during the 2010 census. About 93% of American Samoa's population identifies themselves as Pacific Islander (CIA 2017).

Figure 3
Ethnic Composition of American Samoa's Population as of 2000

Note. Data adapted from "The World Factbook, American Samoa," from the Central Intelligence Agency, 2017

Median Age & Age Structure. Table 1 illustrates the age composition of American Samoa's population as of June 2016. About 33.3% of the population is below the age of 15, and the median age is 23 (SPC 2017)

Table 1
American Samoa Age Structure, 2010

Age	July 2010	Percent
0-14	18,800	33.3%
15-24	11,700	20.7%
25-59	20,800	37.0%
60+	5,100	9%
Total	56,400	100.0%
Males	28,700	51.0%
Females	27,700	49.0%

Note. Data adapted from "Population projections by PICT.xls," from the Secretariat of the Pacific Community PRISM (2017).

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EDUCATION
School Enrollment. Tables 2 provides enrollment data for the public schools.

Table 2
Enrollment in American Samoa's Public Schools, SY 2015-2016

Total Elementary Enrollment	8,221	53% Male	47% Female
Total High School Enrollment	3,895	53% Male	47% Female
Total School Enrollment	12,116	53% Male	47% Female

*Note: Elementary schools serve grades K-8 and high schools serve grades 9-12
Data adapted from "Territorial Report Card SY15-16," from the American Samoa Department of Education, June 2017.

Teachers & Staff. The American Samoa Department of Education employed 1063 teachers during the 2015 school year. Table 3 and 4 illustrates the educational attainment for teachers serving American Samoa's 22 public elementary schools and 6 high schools.

Table 3
Educational Attainment by Elementary Public School Teachers in American Samoa

Highest Degree	Percentage
No degree	7%
Associate's Degree (AA/AS)	31%
Bachelor's Degree (B.Ed/BA/BS)	41%
Master's Degree (MA/M.Ed./MS/MBA)	20%
Other	1%

Table 4
Educational Attainment by Secondary Public School Teachers in American Samoa

Highest Degree	Percentage
No degree	6%
Associate's Degree (AA/AS)	17%
Bachelor's Degree (B.Ed/BA/BS)	52%
Master's Degree (MA/M.Ed./MS/MBA)	24%
Other	1%

Data adapted from "Territorial Report Card SY 15-16," from the American Samoa Department of Education, June 2017.

Educational Attainment. Public high schools in American Samoa experience about a 94% graduation rate, as of SY15-16 (ASDOE 2017). Most of American Samoa's population is bilingual (CIA 2017). Table 5 describes the levels of educational attainment for the American Samoa population over the age of 25 as of 2010.

Table 5

Educational Attainment for Population 25 years and older in American Samoa, as of 2010

Highest Level Achieved	Total
Less than 9th grade	1,777
9th grade to 12th grade, no diploma	2,868
High school graduate (includes equivalency)	12,510
Some college no degree	3,953
Associate's degree	2,225
Bachelor's degree	1,669
Graduate or professional degree	905
Total	25,907

Data adapted from "American Fact Finder: 2010 American Samoa SF," File by the US Census Bureau, 2010.

Internet Usage. Based on the 2016 population estimate of 54,600, about 40% (22,000) of residents in American Samoa have access to the internet (Internet World Stats 2016).

ECONOMY

Household & Family Income. Table 6 below illustrates the household and family income for American Samoa residents, as of 2009. Per capita income in American Samoa was $6,311 in 2009 (US Census 2010).

Table 6

Household Income Levels in American Samoa, 2009

Income Level	Household Income	Family Income
Less than $2,500	504	398
$2,500 - $4,999	182	153
$5,000 - $9,999	1087	935
$10,000 -$14,999	1203	1072
$15,000-$19,999	1126	1048
$20,000-$24,999	922	856
$25,000-$29,999	739	712
$30,000-39,999	1169	1087
$40,000-$49,999	740	692
$50,000-$59,999	574	545
$60,000 -$74,999	526	484
$75,000-$99,999	467	440
$100,000 or more	449	412
Median Income	$23,892	$24,706
Total reported households/families	9,688	8,834

Note. Data adapted from the "American Fact Finder: American Samoa Summary File," by the US Census Bureau, 2010.

Goals for FY 2018-2022

GOAL 1:
Maintain, expand, and promote the Polynesian Photo Archives (PPA).

LSTA Grants to States Priority 1:
Expand service 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.

Measuring Success Focal Area(s):
Information Access
Civic Engagement

Project:
Develop Polynesian Photo Archives

Measuring Success Intent:
Improve users' ability to discover information resources.

Summary Needs Assessment
- The Polynesian Photo Archives project slowed significantly in 2015 due to budget cuts that saw our Photo Curator position eliminated. A part-time Library Assistant had been continuing the work where she now works full time. This Library Assistant is the most familiar with this collection and is ready to complete the goals and programs set forth in our previous 5 year plan. She has managed to process 225,536 photos of an expected 800,000 photo collection willed to the PPA. There is much work left to be done and we hope to hire some help for some of the more monotonous work to be done including sorting, numbering, scanning, etc. Archival supplies are a continual expenditure for this project as well.
- Joint projects conducted by the State Library in collaboration with educational and cultural organizations have resulted in a wide range of educational resources, and generated new reference material where none existed before. The Polynesian Photo Archives is an ongoing joint project between the State Library and the American Samoa Historic Preservation Office. The project seeks to electronically catalog and physically preserve and archive the approximately 700,000 historic still and moving images of Polynesia contained in the various collections of the American Samoa Government (ASG). The project has been widely praised for preserving cultural images through digitization and making them electronically available to local, regional and international users, improving access and increasing awareness of the collection. The project is also expanding State Library efforts to repatriate images currently held in other collections outside the Territory. A plan for online resource sharing of photographic and other digital images with the Bishop Museum in Hawaii is already in development, with similar partnerships to be sought with the National Archives, U.S. Naval Archives, and elsewhere.
- Recognition of the Polynesian Photo Archives continues to increase, and services have been provided to students, genealogists, authors, newspapers, television media, and others.

Community assistance continues to be sought in describing images and identifying individuals in photographs acquired through collection or donation, and responses have come from several people in different villages who recognize their relatives, family chiefs, or family grounds. All Polynesian Photo Archives patrons, especially local media and researchers, have been extremely appreciative of the services provided and the many images that can now be located so quickly as a result of the electronic storage and cataloging. Collection efforts continue, and local donations are encouraged to help preserve photographic images that would otherwise disintegrate or disappear altogether from the humidity and heat of local weather, tropical conditions, and unstable storage environments.

- With 90 % of the population being of Samoan ancestry, partnering with those organizations dedicated to preserving the Samoan culture and language while helping to identify digital solutions to preserving and enhancing their work so they can reach a wider audience is a realistic goal for the State Library. Samoan language and culture consultants enjoy a collaborative working relationship with the Territorial Librarian and often seek input when pursuing literary or oral language projects; the State Library is a primary partner for introducing their work to the community when projects are completed.
- Interest in local cultural history and local artists is very high, and local writers have been a popular staple of the many annual events staged at the State Library. Book launches and readings of original works by local authors, bilingual (Samoan and English) storytelling sessions, rotating photo and art exhibits by local artists, the annual Lions Club Peace Poster Contest, and other co-sponsored events held in the FBPL or other venues provide regular showcases for cultural talent and draw a wide range of audience members, from the elderly who speak only Samoan accompanied by their bilingual grandchildren, to students, community, business, and government leaders, along with the general public who provide instant feedback on all events and the works of the participating artists.

Programs (Activities):

1. Increase staffing for the Polynesian Photo Archives. (2018-2022)
2. Expand number of platforms upon which the PPA is accessible. (2018-2022)
3. Implement crowd-sourcing for the PPA through a variety of face-to-face and virtual methods. (2018-2022)
4. Evaluate hardware, software and training needs as necessary for the expansion of digitization and electronic image delivery. (2018-2022)
5. Support cultural literacy programs and partnerships with cultural organizations. (2018-2022)
6. Support the overall preservation and promotion of cultural heritage and cultural literacy through a variety of media including sound and video recording, print, and digital reproduction programs. (2018-2022)
7. Consult with staff at the Northeast Document Conservation Center (NEDCC) to improve PPA procedures. (2018-2022)
8. Develop input form for crowd-sourcing: documenting images, identifying information, people, events, places, etc. and use with all PPA users, both virtual (internet, social media) and face-to-face. (2018)

Output Targets:

- Platform for public to view collections will be established.

- Crowd-sourcing/input form for documenting images, identifying information, people, events, places, etc. will result in enhanced PPA metadata for at least 100 images per year.

- PPA staffing will increase from the current level of one fulltime to one fulltime and one part-time staff by 2021.

Outcome Targets:

- FBPL staff will demonstrate the knowledge and skills obtained from trainings, workshops, and conferences and apply these skills to improve public services.

- FBPL staff will manage the PPA by selecting adequate equipment and archival supplies and providing services to effectively maintain the collections.

- FBPL staff will provide PPA outreach services to actively promote the use of the PPA.

Evaluation Methods:

- Library staff will provide monthly statistical reports on PPA patron numbers and collection usage data.

- FBPL will have a PPA user feedback form that can be filled out at the patron's convenience, either in person or online.

- Numbers of crowd-sourcing/input forms will be tabulated.

- A detailed record of the trainings, workshops, and conferences attended by FBPL staff will be provided.

- Annual staff feedback surveys will be collected to assess the effectiveness of staff development opportunities.

GOAL 2:
Maintain, expand, and promote Computer Lab services.

LSTA Grants to States Priority 8:
Develop library services that provide all users access to information through local, state, regional, national and international collaborations and networks.

Measuring Success Focal Area(s):
Lifelong Learning

Information Access
Institutional Capacity
Human Services

Project:
Develop Computer Lab Services

Measuring Success Intent:
Improve users' general knowledge and skills.

<u>**Summary Needs Assessment**</u>

- Visits to the State Library Computer Lab continue to climb steadily from just under 6,700 visits per year in 2013 to just over 7,300 visits in 2016. The addition of WiFi services in 2015 has relieved the lab of wait times during peak hours. However the demand for computer services remains high and steadily climbing. We are in the midst of upgrading our lab and are considering all options. We have noticed trends in our youth that indicate their interests in technology and need to provide services that may allow them to study and pursue those interests. We need to create courses that the community would like to attend.
- Classes are offered free of charge, by bi-lingual staff (English and Samoan), and are attended by people from public, private and government sectors. Participants include students, those seeking to enhance their job skills, beginners with little to no experience, people seeking their high school equivalency certificate, and career service employees who are seeking a non-threatening environment to hone their skills. The demand for these classes increases every year, as does the use of the Computer Labs for patrons who need online computer access.
- Computer classes continue to operate at maximum attendance levels, and class content remains flexible to be able to fully assist any group with a particular request for more advanced skills, e.g. PowerPoint presentations. Since the FBPL and branch computer lab staff are fluent in most software applications, these requests can generally be accomplished without having to invest any additional personnel.
- The number of families who have computers in their homes remains far below the national U.S. average. Because of this, the FBPL computer labs offer vital services, and are frequently used by students of all levels from elementary to college, visitors to American Samoa, as well as adult residents who cannot afford their own computer and/or Internet service. Working computers that are available to students on a consistent basis is an ongoing issue in the school system, and the libraries provide much needed computer access to students and educators alike, with equipment that is well maintained and with regularly updated software programs. State Library and branch staff provides daily assistance for patrons using the computer workstations, helping those who are unfamiliar with basic computer operations, or need online retrieval instruction when using the Internet and other online resources.
- The Computer Labs continue to be the only free-to-the general public venue for Internet-connected computers in American Samoa.
- School groups travel to the State Library and branches for research and other activities on a daily basis, because the libraries in their schools do not have essential reference materials.

The online Union Catalog and online databases, and the Internet are the main resources used by students and researchers on a daily basis, to supplement the Territory's print resources.

Programs (Activities):

1. Develop needs assessment for computer lab users and potential users. (2018)
2. Schedule computer classes, staff trainings, and revise class materials as needed. (2018 – 2022)
3. Advertise classes and register participants. (2018 – 2022)
4. Record and report on students' skills at completion of class. (2018 – 2022)
5. Maintain and expand the online Union Catalog and train patrons and library personnel as needed for information retrieval. (2018 – 2022)
6. Maintain and expand online database subscription services and ebooks as needed and train patrons and library personnel as needed for information retrieval. (2018 – 2022)
7. Develop training programs to teach community users advanced use of computers, the internet and Microsoft Office application software. (2018-2022)
8. Develop program to teach Internet research skills and effective and secure ways of using the Internet. (2018-2022)

Output Targets:

- Increased computer training programs for patrons by 2018.

- Increased computer class participation by 2018.

- Expanded online database subscription services by 2018 and increasing with each successive year.

Outcome Targets:

- Computer class participants will self-report increased confidence and efficacy in the use of computers and the other technology enhanced services.

- Computer class participants will use the knowledge and skills from the class(es) in their work place, school, or at home (SurveyMonkey).

Evaluation Methods:

- Staff will monitor statistics on number of participants per week.

- Staff will provide questionnaires before and after completed sessions on their classes.

- Computer class statistics from previous years will be compared and analyzed.

- Statistical reports on computer lab patrons will be compiled each month.

- Feedback and suggestion forms will be available for patrons to record and analyze to continually improve services or justify additional services.

- Monthly reports will be used to keep track of computer lab users.

- Questionnaires will be utilized to provide feedback on the use of the Computer Lab, training classes, etc.

GOAL 3:
Maintain, enhance, and promote the Online Public Access Catalog (OPAC).

LSTA Grants to States Priority 2:
Establish or enhance electronic and other linkages and improve coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.

Measuring Success Focal Area(s):
Information Access
Institutional Capacity

Project:
Develop Online Public Access Catalog (OPAC)

Measuring Success Intent:
Improve users' ability to discover information resources.

<u>**Summary Needs Assessment**</u>

- Creating an online information network in American Samoa has been a tremendous challenge, but the resulting network of partners known as the American Samoa Library Cooperative (ASLC) have remained dedicated to the vision and allocated whatever available resources they could to the project, and have seen a vast improvement in their facilities and services to the community and their patrons. The ASLC added the American Samoa Department of Education (5 High Schools) and the Tafuna Youth in Corrections to the existing members consisting of the State Library/Feleti Barstow Public Library and its branches, the American Samoa Community College Library, the American Samoa Historic Preservation Office, and Kanana Fou Theological Seminary Library. The ASLC members maintain the most current collections and online resources in the Territory. The ALSC members have committed to staff training, which has proven to be the main force in providing the best information and library services in American Samoa.
- Professional training remains a critical investment, especially with computer and digital services, and consultants are usually brought on island for group meetings as needed, and the training is offered to library personnel territory wide. If individuals are trained off island, then they come back and share their knowledge at subsequent workshops. Survey results indicate a high level of satisfaction for training workshops, in all areas, and generally elicit requests for similar areas or more advanced training, especially for computer and digital resource education.
- Regular meetings are held with all member sites to ensure everyone receives needed upgrades for any network changes, and members are free to call on and visit the State Library staff or any other member site if assistance is needed. Exchanging information happens frequently in formal and informal meetings, and this ongoing project continues to showcase the best online resource sharing in American Samoa.

Programs (Activities):

1. Seek collaborations to promote and encourage Continuing Education (CE) for librarians and support staff through resource sharing between libraries, visiting instructors, distance learning opportunities and other means which are deemed appropriate for local needs. (2018 – 2022)
2. Promote and publicize training opportunities to all library personnel territory-wide when appropriate. (2018 – 2022)
3. Conduct training on Online Public Access Catalog (OPAC). (2018-2022).
4. Evaluate all training opportunities and request input for further training topics. (2018 – 2022)
5. Expand use of the State Library website for online resource sharing and to publicize all American Samoa Library Cooperative training. (2018 – 2022)
6. Evaluate hardware and software needs for the American Samoa Library Cooperative and provide training for any upgrades. (2018 – 2022)
7. Conduct annual consultations with all member sites for recommendations for online Union Catalog, database subscription services, and any other online resource requests. (2018 – 2022)
8. Consider Inter-Library Loan system or services.

Output Targets

- Increased opportunities in various subjects for staff development annually by 2022

Outcome Targets:

- Pre- and post-test results from OPAC training sessions will result in an 80% increase in ability to conduct research using the OPAC.
- OPAC usage in American Samoa will increase by 5% in each year of the plan, to reach 25% increase by 2022.

Evaluation Methods:

- Staff will monitor statistics on a number of ASLC union catalog usage figures.

- Statistical reports on library services will be compiled each month.

- Feedback from ASLC members will be recorded and analyzed to provide direction for future programs, databases, and other implementation plans.

- Monthly reports will be provided on staff trainings and development of new opportunities.

GOAL 4:
Maintain, enhance, and promote literacy programs.

LSTA Grant to States Priority 7:
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, and 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.

Measuring Success Focal Area(s):
Lifelong Learning
Information Access

Project:
Literacy Programs

Measuring Success Intent:
Improve users' formal education

<u>**Summary Needs Assessment**</u>

- Outreach services and collaborative partnering with community stakeholders have proven to be a major initiative for library services in American Samoa. State Library partners include the First Lady's Reading Initiative, National Park, University of Hawaii student teachers, and the American Samoa Teacher Education Department student teachers. Programs include dynamic reading and storytelling sessions, arts and crafts programs, and staff counseling to help centers develop their own reading and program tie-ins.
- There are over 60 villages on the main island of Tutuila, American Samoa, that are served by a total of 49 government approved day care centers and 28 ECE centers.
- Feedback from parents in addition to repeat enrollment in the FBPL pre-pre-school classes (0-4 years old) indicates a high level of satisfaction. Parents and caregivers are involved in the classes and learn new ways to interact creatively with their children. ECE teachers and daycare providers are also requesting repeat visits, and State Library staff has been able to develop meaningful relationships with the children and the center's administration and staff. Participating daycare centers and new daycare centers now ask consistently for State Library staff to come to their site and train their staff members on how to create successful reading and literacy development programs.
- Along with emergent literacy, other literacy programs aimed at every level of childhood education remain in heavy demand, especially the Toddler Tales, Summer Reading Programs and the Homework Club which are all geared towards improving literacy and gaining lifelong skills emphasizing the continued pursuit of education, positive community interaction, and an introduction and/or appreciation for the advantages of technology in an isolated, rural island community.
- Generally, public school libraries have very limited resources, so the State Library serves as the main center for updated and current research materials with available computers for use

by students after school hours. On a daily basis, between 2 p.m. to 4 p.m., students from schools throughout the Territory line up outside the library to await their chance to enter, because the library is filled to capacity and a waiting period of 20 to 30 minutes is not unusual.

- The audio collection has been developed for use by persons with low-vision or no-vision, and is also available to people with good vision. The State Library has also expanded its collections of large print materials, which are exceedingly popular not just among the elderly but anyone who prefers the larger font.

Programs (Activities):

1. Train library staff as needed and consult with program participants. (2018 – 2022)
2. Develop early literacy programs and materials for onsite delivery. (2018 – 2022)
3. Train program participants and partners as needed. (2018 – 2022)
4. Promote programs, register participants, conduct, and evaluate programs. (2018 – 2022)
5. Continue all other student level programs and evaluate programs with stakeholder input. (2018 – 2022)
6. Maintain the State Library in-house listening station for audio books, and expand the audio books and large print collections. (2018 – 2022)
7. Assess programs and services at the all branch libraries.
8. Identify underserved areas of the Territory and draft plan for addressing service deficiencies.
9. FBPL will collaborate with community-based organizations (CBOs) to implement emergent literacy programs.
10. FBPL staff will collaborate with CBOs to pilot marketing ideas and strategies to better promote emergent literacy services and special events that the FBPL offers.

Output Targets:

- Increase literacy programs attendance annually.

- Increase adult and teen literacy programs.

- Increase patron satisfaction with literacy programs. (Survey/Interviews)

Outcome Targets:

- Raise community awareness of the importance of literacy and an informed citizenry.
- Lower the illiterate population.

Evaluation Methods:

- Collection and analysis of program statistics.
- Document collection.
- Taking inventory of audio books and large print books.

GOAL 5:
Maintain, enhance, and promote the professional development of the State Library Workforce.

LSTA Grants to States Priorities 3 & 4:
(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 to the field of library and information services.

Measuring Success Focal Area(s)
Lifelong learning
Institutional Capacity

Project:
Professional Development

Measuring Success Intent:
Improve library workforce/operations

<u>**Summary Needs Assessment**</u>

- There are only 5 qualified librarians on the island. Considering that 1 is retired and another retiring soon; there are three qualified librarians on island. We have 1 public/state library, 1 academic library, 22 elementary school libraries, 6 high schools libraries, 1 theological seminary library, and 1 high court library. This doesn't include other information hubs that could use a librarian's skill set. The shortage of librarians on the island or the pacific region for that matter is eminent. Most of the library work on island is being guided by the aforementioned qualified librarians; however, the workload is being performed by paraprofessionals in need of training.
- Library services would improve greatly at the FBPL and throughout the territory if personnel were able to enhance a few library skills; in particular, cataloging, research (reference), preservation (scanning), programming and patron/customer service. A staff loaded with paraprofessionals needs these types of opportunities to grow into professionals. Otherwise, complacency sets in and the work becomes monotonous. They repeat tasks as they are taught and are unable to contribute to the workload like credentialed professionals. Making decisions on enhancing processes and library services require some skill within the profession. Recognizing the next steps to take may be realized with professional development opportunities.

Programs (Activities):

1. Develop and implement a training program for all newly-hired library staff. (2018-2022)
2. Explore and select appropriate online training programs offered by the Society of American Archivists (SAA) and other appropriate professional organizations for the staff of the Polynesian Photo Archives. (2018-2022)
3. Professional staff will deliver training to paraprofessional staff in customer service and

research skills. (2019-2022)
4. Conduct staff workshops on the use of e-books. (2018-2021)
5. Management team will review and revise existing training opportunities by 2019 in order to provide staff with relevant and up-to-date best practices.
6. Professionally qualified library staff will be hired to enhance and expand library services and provide in-house staff training.
7. FBPL and branch staff will participate in selected online learning opportunities.
8. Develop a curriculum for librarianship at the American Samoa Community College or Nu'uuli Vocational Technical High School.

Output Targets:

- Staff will complete at least one professional development training per year consistent with the work they are doing for the library.

- Staff will look for opportunities to grow professionally.

- Management will provide opportunities for needed training.

- Associate of Science degree or Certification in librarianship.

Outcome Targets:

- Library services to the community will be improved with the use of new technology skills.

- Library staff trained in research skills will be able to provide computer literacy training for the community, thereby improving the knowledge and confidence of the patrons in using the internet and computers at their library.

- Library patrons will experience a more efficient level of assistance from FBPL staff, increasing customer satisfaction.

- Library patrons will experience a more efficient and effective knowledge base from their library service.

- FBPL staff will consistently demonstrate the knowledge and skills obtained from trainings, workshops, and conferences and apply these skills to improve public services.

- A more trained and experienced library workforce.

Evaluation Methods:

- FBPL will provide a user feedback form to be filled out at the patron's convenience, either on paper or online.

- Feedback to be collected from library staff on the effectiveness of staff training sessions.

- Collection and analysis of program statistics.

Overall Evaluation Plan

Evaluation of all programs, activities, outputs and outcomes will be conducted using a combination of questionnaires (for programs that require registration), interviews, surveys, anecdotal information, and direct input from stakeholders and program participants.

Stakeholder Involvement

Library programs do not exist without constant stakeholder involvement. The Territorial Librarian and library staff receive daily feedback on all programs and library services, and comments and feedback are shared in informal daily conversations, monthly reports and staff meetings throughout the year. Self-assessment is constant, and programs are modified or refined as needed. Input continues to be gathered from numerous sources including:

- The American Samoa Legislature and Congressional Delegate
- The Governor of American Samoa and Cabinet Members
- The Board of Directors for the Territorial Public Library
- Library staff and educators
- Administrators of the American Samoa Library Cooperative member sites
- Collaborative partners for all LSTA funded projects
- Library users of all ages

Communication and Public Availability

Copies of the Five-Year Plan as well as information about projects and programs funded with LSTA support will be available to the public through numerous venues:

- Hard copies available at the State Library
- Electronic copy available on the FBPL website http://feletibarstow.org
- Electronic copy linked from the FBPL Facebook page: https://www.facebook.com/pages/Feleti-Barstow-Public-Library/96390112410
- Local media including newspapers (Samoa News, other?), television and radio
- Information shared formally and informally at local educational meetings, conferences, and parent-teacher groups

Monitoring

Appropriate library managers and staff will be responsible for tracking and reporting on activities outlined in this plan. For ongoing FBPL programs, reports are compiled on a monthly basis by Program Heads at the State Library, with a final overall report delivered to the Governor at the end of each fiscal year.

Quarterly progress reports are submitted to the American Samoa Legislature and the Governor of American Samoa. Reports and results will also be submitted to IMLS as programs or projects are completed, and all evaluation results will be reviewed by the Territorial Librarian and the independent Library Project Consultant. Any substantial revisions to the Plan will be sent to IMLS according to the provisions of the LSTA.

> **(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 individuals' 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 9134(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 as described in the State Library Administrative Agency's plan.

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