

OKLAHOMA'S LIBRARY SERVICES AND TECHNOLOGY ACT GRANTS TO STATES FIVE-YEAR PLAN (2023-2027)

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TABLE OF CONTENTS

| | |
|--|-----------|
| INTRODUCTION | 1 |
| VISION AND MISSION STATEMENT | 1 |
| NEEDS ASSESSMENT | 1 |
| GOALS OVERVIEW | 6 |
| GOALS | 6 |
| GOAL 1 - ENABLE ACCESS TO INFORMATION | 7 |
| GOAL 2 - STRENGTHEN LIBRARIES | 11 |
| GOAL 3 - HELP BUILD THRIVING COMMUNITIES | 13 |
| COORDINATION EFFORTS | 16 |
| EVALUATION PLAN | 17 |
| STAKEHOLDER INVOLVEMENT | 18 |
| COMMUNICATION AND PUBLIC AVAILABILITY | 18 |
| MONITORING | 19 |
| APPENDIX A - BRIEF PROJECT DESCRIPTIONS | 20 |
| APPENDIX B - CROSSWALK TABLES | 24 |
| APPENDIX C - EVALUATION METHODS | 27 |
| APPENDIX D - DETAILED DEMOGRAPHICS OKLAHOMA AND UNITED STATES | 30 |
| Preface on Data Used | 30 |
| Age Cohorts in Oklahoma over the last ten years | 30 |
| Oklahoma and United States Education levels | 31 |
| Oklahoma and United States Total population | 32 |
| Oklahoma and United States Foreign Born population | 37 |
| APPENDIX E - ASSURANCE DOCUMENTATION | 43 |

INTRODUCTION

The Library Services and Technology Act (LSTA) authorizes state program grants to certified state library administrative agencies (SLAAs). In order to be eligible for funding, SLAAs must submit a five-year plan for implementation that is consistent with the stated purposes of LSTA and with the priorities of the LSTA Grants to States program. Each year, SLAAs throughout the nation carry out more than 1,500 projects that are supported by this program. Funds are distributed to the states and territories and are monitored by the Institute of Museum and Library Services (IMLS).

The following document presents the Oklahoma Department of Libraries' (ODL) FFY 2023-2027 LSTA Plan for fulfilling the requirements of the LSTA Grants to States program. It summarizes the needs of the state's libraries as well as the library and information needs of Oklahomans. These needs have been identified through an examination of a variety of factors including demographic data, relevant societal indicators, and findings and insights from the recently completed evaluation of ODL's implementation of its 2018-2022 LSTA Five-Year Plan. The new 2023-2027 LSTA Five-Year Plan sets forth goals and identifies anticipated projects designed to address these needs.

However, the Plan before you is not limited to the scope of projects, activities, and initiatives that will be carried out using Federal LSTA funds. Rather, the plan provides some context that demonstrates how ODL will pursue its efforts to fulfill its overall mission using a myriad of funding streams ranging from State and federal revenues to non-governmental sources.

VISION AND MISSION STATEMENT

Oklahoma Department of Libraries Vision Statement

Oklahomans value and depend on library services and quality information to lead productive, healthy, and fulfilled lives.

Oklahoma Department of Libraries Mission Statement

The Oklahoma Department of Libraries works to ensure every Oklahoman has access to innovative, quality library and information resources and possesses the literacy skills needed to be successful in the global economy, to participate in democracy, and to accomplish individual life goals.

NEEDS ASSESSMENT

A variety of data sources were used to develop the needs assessment portion of this Plan. Sources of information include 2020 U.S. Census, 2021 America's Health Rankings, and the Oklahoma State government website (ok.gov).

General Demographic Characteristics

While Oklahoma’s population is growing, it is doing so at a slower pace than the United States as a whole. The state’s population grew by 5.54% between the 2010 Census and the 2020 Census compared to a national growth rate of 7.35% for the same period. Oklahoma’s population is younger than the national average with a median age of 36.7 years compared to 38.31 years for the entire country. Oklahoma’s population is diverse, although in a somewhat unique way. According to the 2020 Census, the percentage of the population that characterized themselves as American Indian and Alaska Native was 9.40% or more than seven times the national average. The Black or African American population accounts for 7.80% of the total; a significant number but only a bit over half the U.S. average for all states. The Asian Alone category is a bit under half of the national average (2.40%). At 74.00%, the White Alone category is only slightly smaller than the U.S. average of 76.30. In short, Oklahoma’s racial mixture is distinctive.

The percentage of the population identifying themselves as Hispanic in 2020 was 11.10% in contrast to 18.50% nationally. The percentage of individuals who are foreign-born is 6.00%, less than half of the 13.50% national mark.

Economic indicators show that many Oklahomans are financially challenged. The median household income in Oklahoma was reported as \$53,840, more than \$10,000 below the national median income of \$64,994 and the Census Bureau reports that 14.30% of the state’s population is categorized as being in poverty compared to a national mark of 11.40%.

| Basic Demographics | Oklahoma | United States |
|--|------------|---------------|
| Population Estimate (July 1, 2021) | 3,986,639 | 331,893,745 |
| Percentage of Persons Under 5 Years of Age | 6.50% | 6.00% |
| Percentage of Persons Under 18 Years of Age | 24.10% | 22.30% |
| Percentage of Persons 65 Years of Age and Over | 16.10% | 16.50% |
| Median Age | 36.7 Years | 38.31 Years |
| White Alone Percentage | 74.00% | 76.30% |
| American Indian and Alaska Native Alone Percentage | 9.40% | 1.30% |
| Black or African-American Alone Percentage | 7.80% | 13.40% |
| Asian Alone Percentage | 2.40% | 5.90% |
| Percentage Identifying as Hispanic or Latino | 11.10% | 18.50% |
| Percentage Foreign-Born Persons | 6.00% | 13.50% |
| Language Other than English Spoken at Home - Percentage of Persons % Over 5 Years of Age | 10.60% | 21.50% |

| Basic Demographics | Oklahoma | United States |
|---|----------|---------------|
| Percentage Veterans | 6.99% | 5.37% |
| Percentage of Persons 25+ High School Graduate or Higher (2016 - 2020) | 88.60% | 88.50% |
| Percentage of Persons 25+ Bachelor's Degree or Higher (2016 - 2020) | 26.10% | 32.90% |
| Percentage of Persons Under Age 65 with a Disability | 11.60% | 8.70% |
| Median Household Income (in 2020 dollars) | \$53,840 | \$64,994 |
| Percentage of Persons in Poverty | 14.30% | 11.40% |
| Percentage of Households with a Computer (2016 - 2020) | 90.60% | 91.90% |
| Percentage of Households with a Broadband Internet Subscription (2016 - 2020) | 81.70% | 85.20% |

Library Metrics

Oklahoma's public library landscape offers stark contrasts. Looking at statewide averages for the metrics collected and presented in the Public Libraries Survey (PLS) masks extremes. Oklahoma's public libraries are divided into "municipal" and "system" libraries. Each jurisdictional category brings with it very different funding models. Primary funding for system libraries comes from property taxes. Municipal libraries receive their funding through municipal jurisdictions that are funded through sales taxes. System libraries tend to be in urban areas while municipal libraries are predominantly located in smaller communities.

In fact, most of Oklahoma's public libraries are in small communities. Only five public library jurisdictions in the state have service populations that exceed 100,000 and almost seventy-five percent (74.79%) of the library jurisdictions serve fewer than 10,000. Forty-seven of Oklahoma's library jurisdictions (39.50%) are in communities with populations below 2,500. Collections of physical book volumes range from 1,688 to the more than 1,000,000 holdings of the Tulsa City/County System. The challenges associated with attempting to provide equitable access to library resources and services for all Oklahoma residents are obvious.

As was indicated above, the magnitude of the disparity that exists among libraries is masked in most aggregate statewide library statistics. Oklahoma's public libraries as a whole rank in the middle range among the other states on many of the measures collected and reported on the PLS. For example, the Sooner State's public libraries ranked 30th on total operating revenue and 31st in library visits per capita in 2019. In fact, Oklahoma's average performance among all public libraries is quite good on measures such as collection expenditures per capita (11th) and circulation per capita (17th). What these averages do not adequately reveal is the fact that the relatively well-funded library systems serve predominantly urban areas (by definition with many people) while the municipal libraries are primarily located in smaller, rural communities. The existence of

subsistence levels of funding, staffing, and facilities in Oklahoma’s vast non-urban areas is counterbalanced by much higher levels of funding and staffing and far superior facilities in areas served by system libraries. One statistic that speaks to this inequity is the fact that only 26.89% of Oklahoma’s public library jurisdictions have a single librarian with a master’s degree in library science from an American Library Association accredited program. This compares to 45.53% on a national level. Even greater gaps are evident in the collections and other resources available in municipal libraries.

| Public Libraries Survey (2019) Metrics | Oklahoma Rank | Oklahoma | United States |
|---|----------------------|--------------------|----------------------|
| Total Library Operating Revenue per Capita | 30 | \$41.15 | \$44.88 |
| Collection Expenditures per Capita | 11 | \$5.68 | \$4.51 |
| Library Visits per Capita | 31 | 4.09/capita | 3.93/capita |
| Print Materials per Capita | 34 | 1.91/capita | 2.17/capita |
| Circulation per Capita | 17 | 7.93/capita | 6.86/capita |
| Programs Offered per 1,000 Population | 35 | 16.44/ 1,000 pop. | 18.65/ 1,000 pop. |
| Total Paid Full-Time Equivalent Staff per 25,000 Population | 28 | 12.16/ 25,000 pop. | 11.37/ 25,000 pop. |
| Percentage of Paid Full-Time Equivalent Staff with ALA-Accredited Master’s Degree | | 17.89% | 23.64% |
| Percentage of Public Library Jurisdictions with ALA-Accredited Master’s Personnel | | 26.89% | 45.53% |

Some Other Relevant Measures

Although Oklahoma’s basic prose literacy rate and percentage of persons aged 25+ who are high school graduates are both close to national averages, these averages again mask some stark realities. Performance of 4th and 8th graders on the National Assessment of Educational Progress (NAEP) is troubling. Only 29% of 4th graders and only 26% of 8th graders tested at the “proficient” level on these tests that are often referred to as “the Nation’s Report Card.”

Measures related to health and wellness are, if anything, even more concerning. To put it bluntly, Oklahoma is one of the unhealthiest states in the nation. Oklahoma ranks 46th among the states in the infant mortality rate. It ranks 48th in access to care. It ranks 47th in obesity and 49th in fruit and vegetable consumption. Perhaps most troubling of all is its 48th place ranking on avoided care due to cost. Far too many Oklahomans do not seek health care assistance because they can’t or believe they can’t afford it. Oklahoma’s health crisis is both real and often fatal.

| Selected Social Indicators | Oklahoma | United States |
|--|----------|---------------|
| 4th Grade - Percentage at or Above National Assessment of Educational Progress (NAEP) Proficient Level | 29% | 34% |
| 8th Grade - Percentage at or Above National Assessment of Educational Progress (NAEP) Proficient Level | 26% | 32% |
| Basic Prose Literacy Rate (Based on data from the National Center for Educational Statistics [NCES]) | 87.70% | 88.00% |
| Food Insecurity Rank (America's Health Rankings) | 41 | |
| U.S. News and World Report Infant Mortality Rank Among States | 46 | |
| Access to Care Rank (America's Health Rankings) | 48 | |
| U.S. News and World Report Obesity Rank Among States | 47 | |
| Fruit and Vegetable Consumption (America's Health Rankings) | 49 | |
| Avoided Care Due to Cost (America's Health Rankings) | 48 | |

Summary of Needs

- There are great disparities in the quality of library and information services available to Oklahomans depending on where they live and whether they are served by a municipal or system library.
- Many of Oklahoma’s small libraries have inadequate collections of books and other library materials.
- Many Oklahoma libraries lack the financial resources and staff to participate in interlibrary loan and resource sharing without state/LSTA support.
- Many Oklahoma libraries lack the financial resources and the buying power needed to acquire quality licensed E-Content at an affordable cost on their own.
- Many Oklahoma library staff members come to their jobs with little or no formal training in library science and need ongoing professional education and job training.
- Many Oklahoma library staff members are unable to travel long distances to attend continuing education/training events.
- Many Oklahoma residents lack the literacy skills they need to succeed.

- Many Oklahoma residents face serious health challenges and have limited access to medical information and services.

GOALS OVERVIEW

GOAL 1 - ENABLE ACCESS TO INFORMATION

Oklahoma residents will have convenient access to relevant, high-quality information resources in formats that they can use to achieve their educational, occupational, and personal/recreational goals.

- Objective 1.1 - Improve Physical Library Collections
- Objective 1.2 - Provide Electronic Information Resources - Databases and Other E-Content
- Objective 1.3 - Create and Disseminate Digital Collections
- Objective 1.4 - Assessment of State Library, Archives and Records Management Storage Operations
- Objective 1.5 - Improve Access to Existing Physical Library Collections

GOAL 2 - STRENGTHEN LIBRARIES

Oklahoma residents will be served by local libraries that employ knowledgeable, community-focused staff members who incorporate the best professional practices and up-to-date technologies to deliver relevant, high-quality library services.

- Objective 2.1 - Enhance Library Staff Knowledge & Skills (Professional Development)
- Objective 2.2 - Leverage Technology to Improve Services
- Objective 2.3 - Use Quality Data to Inform Decision-Making

GOAL 3 - HELP BUILD THRIVING COMMUNITIES

Oklahoma residents will have opportunities to reach their full potential, by achieving their educational, occupational, and personal goals and by participating in and contributing to the vitality of their communities.

- Objective 3.1 - Facilitate the Development of Literacy Skills
- Objective 3.2 - Provide Lifelong Learning Opportunities
- Objective 3.3 - Facilitate the Improvement of Health, Wellness, and Life Skills
- Objective 3.4 - Promote Good Citizenship and Community Engagement

GOALS

In compliance with the requirements of the 2010 Museum and Library Services Act as Amended, the following document presents the Oklahoma Department of Libraries' (ODL) FFY 2023-2027 plan for fulfilling the objectives of the LSTA Grants to States program. However, the Plan before you is not limited to the scope of projects, activities, and initiatives that will be carried out using Federal LSTA funds. Rather, the plan provides some context that

demonstrates how ODL will pursue its efforts to fulfill its overall mission using a myriad of funding streams ranging from State and federal revenues to non-governmental sources.

While the document does not attempt to be a comprehensive agency strategic plan, it recognizes that the overall ability of the agency to fulfill its LSTA obligations is impacted by the health of the Department of Libraries. The reader will find several instances where LSTA funds will be used to determine the best ways to improve the efficiency of ODL services. LSTA funds will not be used to supplant state funds, but they may be used to identify, and occasionally to implement best practices and enhanced standards.

This Plan summarizes the needs of Oklahoma's libraries as well as the library and information needs of Oklahoma residents. These needs have been identified through an examination of a variety of factors including demographic data, relevant societal indicators, and findings and insights from the recently completed evaluation of ODL's implementation of its 2018 - 2022 LSTA Five-Year Plan. The new 2023 - 2027 LSTA Five-Year Plan sets forth goals and identifies anticipated projects designed to address these needs.

Oklahoma's Library Services and Technology Act Grants to States Five-Year Plan (2023 - 2027) presents three goals. They are:

Goal 1: Enable Access to Information

Goal 2: Strengthen Libraries

Goal 3: Help Build Thriving Communities

The ***Five-Year State Plan Guidelines for State Library Administrative Agencies 2023 - 2027*** promulgated by IMLS indicates that state plan goals must be prioritized. Therefore, it should be noted that we have chosen to present Oklahoma's goals in inverse order. That is, Goal 3 is of the highest priority. The goals are presented in this fashion to illustrate the point that the goals are interdependent. Goal 1 ensures that information resources are available. Goal 2 strengthens the libraries that are essential to connecting people with information resources. Success in achieving Goal 3 depends on the degree to which Goals 1 and 2 are accomplished.

As the Needs Assessment section has identified, the Oklahoma library landscape is a challenging one and significant deficits exist both in library resources and the institutional capacity of libraries in many areas of the state. Consequently, even though Goal 3 is viewed as the highest priority, the largest percentage of LSTA funding will be devoted to Goal 1 with the next largest percentage of funding being devoted to Goal 2.

GOAL 1 - ENABLE ACCESS TO INFORMATION

Oklahoma residents will have convenient access to relevant, high-quality information resources in formats that they can use to achieve their educational, occupational, and personal/recreational goals.

Identified Needs Addressed by Goal 1:

- There are great disparities in the quality of library and information services available to Oklahomans depending on where they live and whether they are served by a municipal or system library.
- Many of Oklahoma’s small libraries have inadequate collections of books and other library materials.
- Many Oklahoma libraries lack the financial resources and staff to participate in interlibrary loan and resource sharing without state/LSTA support.
- Many Oklahoma libraries lack the financial resources and the buying power needed to acquire quality licensed E-Content at an affordable cost on their own.

Library Services and Technology Act Purposes addressed by Goal 1:

2. Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
3. Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;
4. Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public;
6. Enable libraries to develop services that meet the needs of communities throughout the Nation, including people of diverse geographic, cultural, and socioeconomic backgrounds, individuals with disabilities, residents of rural and urban areas, Native Americans, military families, veterans, and caregivers;
9. Ensure the preservation of knowledge and library collections in all formats and enable libraries to serve their communities during disasters;
10. Enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation;

Grants to States Priorities addressed by Goal 1:

1. Expand services for learning and access to information and educational resources in a variety of formats (including new and emerging technology), in all types of libraries, for individuals of all ages in order to support such individuals’ needs for education, lifelong learning, workforce development, economic and business development, health information, critical thinking skills, digital literacy skills, financial literacy, and other types of literacy.
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b)(6) for the purpose of improving the quality of and access to library and information services.

5. Target library and information services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

The IMLS Measuring Success Focal Area that will be addressed by Goal 1 projects and activities is Information Access. Both Information Access Intents will be served.

- IMLS Measuring Success Information Access Intents
 - Improve users' ability to discover information resources
 - Improve users' ability to obtain and/or use information resources

NOTE: Other IMLS Measuring Success Focal Areas are indirectly impacted by Goal 1 projects and activities. They are: Lifelong Learning, Institutional Capacity, Economic & Employment Development, Human Resources

Focal Area - Information Access

Intent - Improve users' ability to obtain and/or use information resources

Objective 1.1 - Improve Physical Library Collections

Potential Projects:

Institutional Collection Development (Anticipate ongoing 2023 - 2027)

Evaluation: Anecdotal reports and statistics on use of materials.

Other Collection Development Grants (As possible 2023 - 2027)

Evaluation: Usage statistics and anecdotal reports from libraries.

State Aid to Public Libraries (Match Only - Anticipate ongoing 2023 - 2027)

Evaluation: Statistical analysis of local library output data.



Focal Area - Information Access

Intent - Improve users' ability to obtain and/or use information resources

Objective 1.2 - Provide Electronic Information Resources - Databases and Other E-Content

Although the primary focus of the following projects is INFORMATION ACCESS, they advance intents that are components of several other Measuring Success focal areas. These projects anticipate that some of the individuals served will experience personal improvements related to ECONOMIC & EMPLOYMENT DEVELOPMENT and HUMAN SERVICES. These projects are also likely to support the personal LIFELONG LEARNING objectives of many users.

Potential Projects:

Statewide Database Licensing (Anticipate ongoing 2023 - 2027)

Evaluation: Visits, page views, downloads and other analytics available from vendors. Anecdotal reports from libraries and individual users. Pop-up surveys.

E-Media Collection Grants (Anticipate ongoing 2023 - 2027)

Evaluation: Usage statistics by region/library. Anecdotal reports and web-based and pop-up surveys.



Focal Area - Information Access

Intent - Improve users' ability to obtain and/or use information resources

Objective 1.3 - Create and Disseminate Digital Collections

Potential Projects:

Other Historical and State Library Resources Digitization (As possible 2023 - 2027)

Evaluation: Number of items digitized and usage of items digitized and made accessible.



Focal Area - Information Access

Intent - Improve users' ability to obtain and/or use information resources

Objective 1.4 - Assessment of State Library, Archives and Records Management Storage Operations

Potential Projects:

ODL State Library Operations Assessment (2023 - 2024)

Evaluation: Completion of assessment and acceptance of recommendations.



Focal Area - Information Access

Intent - Improve users' ability to discover information resources

Objective 1.5 - Improve Access to Existing Physical Library Collections

Potential Projects:

Exploration and Potential Implementation of Improved Resource Sharing Model (2023 - 2024)

Evaluation: Identification of new more cost-effective mechanisms for interlibrary loan. Potential action on findings.

Interlibrary Loan & Resource Sharing Support (Anticipate ongoing 2023-2027)

Evaluation: Number of libraries participating in interlibrary loan. Number of items loaned and borrowed, cost per transaction, turn around time.



GOAL 2 - STRENGTHEN LIBRARIES

Oklahoma residents will be served by local libraries that employ knowledgeable, community-focused staff members who incorporate the best professional practices and up-to-date technologies to deliver relevant, high-quality library services.

Identified Needs Addressed by Goal 2:

- There are great disparities in the quality of library and information services available to Oklahomans depending on where they live and whether they are served by a municipal or system library.
- Many Oklahoma library staff members come to their jobs with little or no formal training in library science and need ongoing professional education and job training.
- Many Oklahoma library staff members are unable to travel long distances to attend continuing education/training events.

Library Services and Technology Act Purposes addressed by Goal 2:

2. Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States.

6. Enable libraries to develop services that meet the needs of communities throughout the Nation, including people of diverse geographic, cultural, and socioeconomic backgrounds, individuals with disabilities, residents of rural and urban areas, Native Americans, military families, veterans, and caregivers.

7. Enable libraries to serve as anchor institutions to support community revitalization through enhancing and expanding the services and resources provided by libraries, including those services and resources relating to workforce development, economic and business development, critical thinking skills, health information, digital literacy skills, financial literacy and other types of literacy skills, and new and emerging technology.

8. Enhance the skills of the current library workforce and recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services.

Grants to States Priorities addressed by Goal 2:

1. Expand services for learning and access to information and educational resources in a variety of formats (including new and emerging technology), in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, economic and business development, health information, critical thinking skills, digital literacy skills, and financial literacy and other types of literacy skills.

2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b)(6), for the purpose of improving the quality of and access to library and information services.
3. (A) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and (B) Enhance efforts to recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services.
4. Develop public and private partnerships with other agencies, tribes, and community-based organizations.
7. Develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks.

The IMLS Measuring Success Focal Area that will be addressed by Goal 2 projects and activities is Institutional Capacity. All three Institutional Capacity Intents will be served.

- IMLS Measuring Success Institutional Capacity Intents
 - Improve the library workforce
 - Improve library’s physical and technological infrastructure
 - Improve library operations

Focal Area - Institutional Capacity

Intent - Improve the library workforce

Objective 2.1 - Enhance Library Staff Knowledge & Skills (Professional Development)

Potential Projects:

- Continuing Education for Public Librarians (Anticipate ongoing 2023 - 2027)
Evaluation: Pre and post-participation surveys specific to topics covered. Annual web-survey of continuing education participants to determine application of concepts/methods.
- Certification for Public Librarians (Anticipate ongoing 2023 - 2027)
Evaluation: Number of library staff members certified and recertified. Number of courses offered. Number of courses completed. Annual web-survey to assess usefulness of content.
- Computer Lab (Anticipate ongoing 2023 - 2027)
Evaluation: Number of sessions offered. Number of topics covered. Number of participants. Geographic distribution and size-of library distribution of participants.



Focal Area - Institutional Capacity

Intent - Improve library's physical and technological infrastructure

Objective 2.2 - Leverage Technology to Improve Services

Potential Projects:

Website Development (Anticipate ongoing 2023-2027)

Evaluation: Number of websites developed. Statistics on usage of websites developed. Anecdotal reports from participating libraries.

ODL Video Conference (Anticipate ongoing 2023 - 2027)

Evaluation: Number of libraries participating (actively using). Nature of usage of the system.

Other Technology Initiatives (As possible 2023 - 2027)



Focal Area - Institutional Capacity

Intent - Improve library operations

Objective 2.3 - Use Quality Data to Inform Decision-Making

Potential Projects:

Collection, Analysis, and Reporting of Library Statistics

(Formerly "Annual Report" - Anticipate ongoing 2023-2027)

Evaluation: Timely submission of accurate data. Availability and assessment usefulness of data collected and reported. Ongoing analysis of data-points both nationally and within the state.



GOAL 3 - HELP BUILD THRIVING COMMUNITIES

Oklahoma residents will have opportunities to reach their full potential, by achieving their educational, occupational, and personal goals and by participating in and contributing to the vitality of their communities.

Identified Needs Addressed by Goal 3:

- There are great disparities in the quality of library and information services available to Oklahomans depending on where they live and whether they are served by a municipal or system library.
- Many Oklahoma residents lack the literacy skills they need to succeed.
- Many Oklahoma residents face serious health challenges and have limited access to medical information and services.

Library Services and Technology Act Purposes addressed by Goal 3:

1. Enhance coordination among Federal programs that relate to library, education, and information services.
3. Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry.
5. Promote literacy, education, and lifelong learning, including by building learning partnerships with school libraries in our Nation's schools, including tribal schools, and developing resources, capabilities, and programs in support of State, tribal, and local efforts to offer a well-rounded educational experience to all students.
6. Enable libraries to develop services that meet the needs of communities throughout the Nation, including people of diverse geographic, cultural, and socioeconomic backgrounds, individuals with disabilities, residents of rural and urban areas, Native Americans, military families, veterans, and caregivers.
7. Enable libraries to serve as anchor institutions to support community revitalization through enhancing and expanding the services and resources provided by libraries, including those services and resources relating to workforce development, economic and business development, critical thinking skills, health information, digital literacy skills, financial literacy and other types of literacy skills, and new and emerging technology.
8. Enhance the skills of the current library workforce and recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services.
11. Promote library services that provide users with access to information through national, State, local, regional, and international collaborations and networks.
12. Encourage, support, and disseminate model programs of library and museum collaboration.

Grants to States Priorities addressed by Goal 3:

1. Expand services for learning and access to information and educational resources in a variety of formats (including new and emerging technology), in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, economic and business development, health information, critical thinking skills, digital literacy skills, and financial literacy and other types of literacy skills.
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b)(6), for the purpose of improving the quality of and access to library and information services.
4. Develop public and private partnerships with other agencies, tribes, and community-based organizations.

5. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.
6. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved.
7. Develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks.
8. Carry out other activities consistent with the purposes set forth in 20 U.S.C. § 9121, as described in the State library administrative agency's plan.

Several IMLS Measuring Success Focal Areas and several Measuring Success Intents will be addressed by Goal 3 projects and activities. They are: Lifelong Learning, Human Services, and Civic Engagement

- IMLS Measuring Success Lifelong Learning intents served
 - Improve the users' formal education
 - Improve the users' general knowledge and skills
- IMLS Measuring Success Human Services intent served
 - Improve users' ability to apply information that furthers their personal or family health and wellness
- IMLS Measuring Success Civic Engagement intent served
 - Improve users' ability to participate in their community

Focal Area - Lifelong Learning

Intent - Improve the users' formal education

Objective 3.1 - Facilitate the Development of Literacy Skills

Potential Projects:

Literacy Development (Anticipate ongoing 2023-2027)

Evaluation: Number of communities and partner agencies participating.
 Number of program participants. Anecdotal and statistical reports on outcomes of training/learning

State Literacy Grants (Match Only)



Focal Area - Lifelong Learning

Intent - Improve the users' general knowledge and skills

Objective 3.2 - Provide Lifelong Learning Opportunities

Potential Projects:

Summer Reading Program (Anticipate ongoing 2023 - 2027)

Evaluation: Number of libraries participating and offering programs for a.) children, b.) tweens/teens, c.) adults, and d.) intergenerational participants. Number of participants in programs (by group). Number of unique participants.

Read Across Oklahoma (Anticipate ongoing 2023 - 2027)

Evaluation: Number of events. Number of participants.

Other Lifelong Learning initiatives (As possible 2023 - 2027)



Focal Area - Human Services

Intent - Improve users' ability to apply information that furthers their personal or family health and wellness

Objective 3.3 - Facilitate the Improvement of Health, Wellness, and Life Skills

Potential Projects:

Health Literacy (Anticipate ongoing 2023-2027)

Evaluation: Number of communities and community partners participating. Anecdotal reports and statistical reports when health outcomes or surrogate measures are available.



Focal Area - Civic Engagement

Intent - Improve users' ability to participate in their community

Objective 3.4 - Promote Good Citizenship and Community Engagement

Potential Projects:

Citizenship & Immigration (Anticipate ongoing 2023-2027)

Evaluation: Number of libraries/communities participating. Number of individuals enrolling in the program. Anecdotal and statistical reports of success (getting a job, becoming a citizen, etc.)

Other Community Building initiatives (As possible 2023 - 2027)



COORDINATION EFFORTS

The Plan's narrative organizes all projects for which LSTA funding is anticipated under the IMLS Measuring Success Focal Areas and Intents. Additional crosswalk tables displaying these relationships in a graphic format can be found in APPENDIX B.

In addition, the following anticipated Projects will be coordinated with the other governmental entities listed below:

Information Access/Lifelong Learning

Institutions Project – Department of Corrections

Statewide Databases Project – Oklahoma State Regents for Higher Education

Focal Area: Lifelong Learning

Institutions Project – Oklahoma Department of Corrections

Statewide Databases Project – Oklahoma State Regents for Higher Education

Read Across Oklahoma – Local School Districts and Oklahoma State Department of Education

Focal Area: Information Access

Institutions Project – Department of Corrections

Statewide Databases Project – Oklahoma State Regents for Higher Education

Focal Area: Human Resources

Health Literacy – Oklahoma Department of Human Services and County Health Departments

Focal Area: Civic Engagement

Literacy organizations that work with adults seeking citizenship.

EVALUATION PLAN

Because many of the projects envisioned under the 2023 – 2027 LSTA Plan are continuations of existing projects, the processes for the collection of some of the information and data necessary to measure success are already in place. However, additional efforts have been made to identify more effective ways to capture additional outcomes and to align ongoing project and activity assessment with the Institute of Museum and Library Services Measuring Success focal areas and intents. By structuring the Plan around the focal areas and intents, ODL has created a framework that will serve it well both throughout the implementation of the Plan and at the time of the next five-year evaluation. Basic information regarding the evaluation strategy is included under each objective and additional details regarding the approach to evaluating each goal project is included in APPENDIX C.

ODL intends to review its progress toward meeting its stated goals and objectives on an annual basis with key ODL staff, with the Oklahoma Department of Libraries Board and, from time to time as appropriate, with the stakeholders of specific projects and activities. If substantive changes to the Plan are necessary due to staffing capacity issues or other unforeseen circumstances, ODL will communicate with IMLS to determine whether an amendment to the Plan is needed. If the Plan is altered, evaluation methods and metrics will also be adjusted accordingly.

ODL intends to implement a holistic approach to evaluating implementation of its new Plan, relying not only on raw output data, but making a greater effort to incorporate feedback from sub-grantees and, to the extent possible, from end-users through pre and post-participation surveys.

STAKEHOLDER INVOLVEMENT

The ***Oklahoma Library Services and Technology Act (LSTA) Grants to States Five-Year Plan (2023-2027)*** is based on considerable input from the library community, from the independent evaluators who recently conducted Oklahoma’s LSTA evaluation for 2018 - 2022, and from other stakeholders. This includes both direct input gathered through personal interviews, focus groups, surveys, group meetings, and extensive contact between the facilitators of the Plan and the ODL Director/State Librarian, the Deputy Director, and the LSTA Coordinator as well as less direct feedback gleaned from an in-depth review of past State Program Reports (SPR) and relevant 2019 Public Libraries Survey (PLS) data.

Through a competitive bidding process, QualityMetrics LLC of Silver Spring Maryland (QM) was selected to assist ODL with both the 2018 - 2022 LSTA five-year evaluation and to facilitate the development of the 2023 - 2027 five-year LSTA plan. Because they were engaged to conduct both the evaluation and facilitation of the plan, QualityMetrics was able to efficiently integrate both retrospective and prospective elements into the evaluation process.

QualityMetrics conducted a site visit to Oklahoma for the Oklahoma Library Association(OLA) Conference held in Tulsa between March 9 - 11, 2022. Information regarding the evaluation was presented and feedback was solicited on the 2023 - 2027 LSTA Plan. Additional site visits were made to nearby libraries after the conference. An additional week-long site visit occurred between April 10-15, 2022. Both the ODL Director and QualityMetrics staff traveled to more than 20 library locations of varying size and diverse geographic and demographic make up. Observations and in person feedback regarding future needs informs the plan activities as well.

In short, ***Oklahoma’s Library Services and Technology Act (LSTA) Grants to States Five-Year Plan (2023-2027)*** is based on an unusually high level of stakeholder input secured through a variety of quality sources over the course of several months.

COMMUNICATION AND PUBLIC AVAILABILITY

The Oklahoma Department of Libraries will make the 2023 – 2027 LSTA Plan available to all ODL staff and will review specific portions of the Plan in detail with the individuals with responsibilities related to carrying out the projects and activities described in the document. The new Plan will be presented to the Oklahoma Department of Libraries’ Board and will also be shared with the Governor’s Office, along with other appropriate agencies within state government. The Plan will be shared with the larger public by alerting the libraries in Oklahoma of the availability of the document on the ODL website. It is anticipated that it will subsequently also be publicly available on the IMLS website. The members of the ODL Board will receive periodic updates on LSTA funded projects and activities at their regularly scheduled meetings.

MONITORING

The implementation of Oklahoma's ***Library Services and Technology Act (LSTA) Grants to States Five-Year Plan (2023-2027)*** will be monitored on a continuous basis. Appropriate ODL staff will be assigned to track the execution of all aspects of the Plan. Specific staff will be tasked with preparing and generating relevant reports as required as well as to inform decision making. An important component of this tracking will be the monitoring of sub-grant projects funded with LSTA dollars. Sub-grantees will be required to submit semi-annual status reports and final reports on the status and results of each project. This will be supplemented with a combination of on-site monitoring visits, phone calls, emails, and other virtual contact.

All projects, including sub-grant projects as well as those directly administered by ODL, will be monitored on a regular basis as ongoing activities are conducted, documented, and measured. Information and data collected as part of this process will be used to inform ODL's reporting to IMLS in the annual SPR.

Monitoring will comply with the requirements and procedures outlined in 2 CFR 200.327-332

- 2 CFR 200.327 - Financial Reporting
- 2 CFR 200.328 - Monitoring and Reporting Program Performance
- 2 CFR 200.329 - Reporting on Real Property
- 2 CFR 200.330 - Subrecipient and Contractor Determination
- 2 CFR 200.331 - Requirements for Pass-Through Entities
- 2 CFR 200.332 - Fixed Amount Subawards

APPENDIX A - BRIEF PROJECT DESCRIPTIONS

Objective 1.1

Institutional Collection Development

Provides professionally selected books to libraries in Oklahoma Department of Corrections facilities. Beneficiaries will be adult and juvenile offenders. Desired outcomes include improving reading skills, increasing knowledge, creating empathy, and reducing recidivism.

Objective 1.2

Statewide Databases

Provides high-quality licensed databases for all Oklahoma residents. Beneficiaries include residents of all ages including school children, teens, adults, and seniors. Databases will be available through all types of libraries including public libraries, tribal libraries, public and private school libraries, academic libraries, and special libraries as well as to individuals through geo-location technology. Desired outcomes include increasing knowledge and finding answers that impact the educational, occupational/career, economic, health, social, and personal well-being of individuals and families.

E-Media Collection Grants

Subsidizes the licensing of e-content for more than 90 libraries participating in the Oklahoma Virtual Library Consortium. Most of the participating libraries are municipal libraries with very limited financial resources. A few tribal libraries and two library systems are also members. Membership is limited to libraries serving populations of less than 100,000. Beneficiaries are primarily residents of communities living in communities that would be unable to support access to e-resources without assistance. Desired outcomes include increased access to a wide array of recreational and educational content.

Objective 1.3

Interlibrary Loan and Resource Sharing Support

This project provides tools and support for the sharing of physical library resources between libraries through interlibrary loan (ILL). Tools may include those used to create quality bibliographic records for inclusion in a shared database, tools that enable locating specific items, and tools to facilitate requests and loans. Training in using the tools and carrying out the process is provided by qualified ODL staff. Beneficiaries are the users of participating libraries throughout the state, including offenders residing in state correctional institutions. Desired outcomes are access to a broader range of resources than would otherwise be available locally and knowledge and enjoyment gained by individuals using the materials received through the ILL process. Policies such as charging for replacement costs and shipping fees of interlibrary loan items in correctional institutions may need to be re-examined.

Objective 2.1

Continuing Education for Public Librarians

Most Oklahoma library directors and library staff, especially those in rural locations, do not have a Master's of Library Science degree, nor do they have the opportunity to connect with other librarians. This project is providing funding for library directors and library staff to attend a state, regional, or national conference or workshop to learn crucial skills, new program ideas, and expand their horizons by networking with others in a similar situation or entirely different circumstances. Other continuing education opportunities, virtual or in person, such as formal continuing education credentialing may be supported as funds permit.

Certification for Public Librarians

The certification for Public Librarians develops skills and improves attitudes among Oklahoma public library staff for the purpose of improving library services to Oklahoma residents. Most public library employees in Oklahoma, especially directors of municipal libraries in small towns, do not have a Master's level education in Library and Information Science, although they are expected to perform the duties of a traditional public librarian. The Certification program, with the active participation and support from the Oklahoma Library Association (OLA), organizes the Institute of Public Librarianship and offers a curriculum designed to develop a base level of library skills. The Certification program encourages continuing education through a renewal process, allowing those who have obtained certification to remain certified as long as they have completed 40 continuing education hours over three years. The renewal process goal is to encourage public library staff to continue learning and to provide innovative library service to the public.

Computer Lab

The Computer Lab project provides computer training on software, online information, and hardware at the Oklahoma Department of Libraries (ODL). Participants from all types of libraries, government agencies, and organizations are welcome including public, institutional, academic, medical and tribal librarians, literacy staff and volunteers throughout the state, staff of other types of libraries, library board members, and volunteers. Non-library/literacy personnel are allowed to take the courses if space permits. The ODL computer lab is equipped with up to date workstations, laptops, overhead projector or related projection equipment, video conferencing equipment, and related equipment.

Objective 2.2

Website Development

ODL provides website templates, hosting services, and software training, for library and literacy organization managers, to facilitate and encourage libraries to maintain functional, attractive websites. ODL purchases educational materials and supports 508 compliance, accessibility, and website usability through this project.

ODL Video Conference

This project supports maintenance for video conferencing technology and allows online learning and communication to happen with adequate support.

Objective 2.3

Collection, Analysis, and Reporting of Library Statistics

This project supports the compilation of the annual Public Library Statistics to IMLS; it provides foundational information about library operations and capacity and helps libraries understand their environment so they can strive for improvements.

Objective 3.1

Literacy Development

Support for formal education resources and services is available through this program, helping people gain their GEDs, apply for credentials, increase their workforce development, and gain related knowledge and skills.

Objective 3.2

Summer Reading Program

Summer Reading Program is designed to foster the love of literature, establish lifelong learning habits, and introduce youth to healthy eating, physical and mental wellness, and exercise as a fun activity. The Oklahoma Department of Libraries is a member of the Collaborative Summer Library Program (CSLP). Membership in this national organization has benefited Oklahoma public librarians by providing higher quality materials at a lower cost than if undertaken by local libraries.

Read Across Oklahoma

Read Across Oklahoma is the state's premiere literacy event for preschool and early grade children and is held annually. It includes free book giveaways at the Oklahoma City Zoo and Botanical Garden and a variety of edu-tainment stations are positioned throughout the zoo engaging participants throughout the day. Notable authors engage with the public and the children, leaving an everlasting impact for reading and learning.

Other Lifelong Learning Initiatives

Projects fostering lifelong learning such as the Oklahoma Book Festival were supported in the past; similar high impact projects may be supported in future years.

Objective 3.3

Health Literacy

A well-established and needed program in Oklahoma, a state that ranks low nationally on health indicators, this program is visible in the majority of the libraries in the state and promotes

meaningful partnership with community organizations, truly making libraries in Oklahoma anchor institutions for their communities.

Objective 3.4

Citizenship and Immigration

Another well established and highly regarded program in Oklahoma that helps people with citizenship and immigration by providing resources and the support individuals and families need (Appendix D includes a table that shows a comparison of the Oklahoma foreign born with the US foreign born residents; such knowledge at the local level is very helpful and important for library services to make a meaningful contribution to the lives of their residents and improve their quality of life).

APPENDIX B - CROSSWALK TABLES

OKLAHOMA Goal 1 - Enable Access to Information Measuring Success Focal Areas and Intents

| | 1.1 Physical Library Collections | 1.2 Statewide Databases and Other E-Content | 1.3 Digital Collections | 1.4 State Library, Archives and Records | 1.5 Resource Sharing (Physical Collections) |
|--|----------------------------------|---|-------------------------|---|---|
| Lifelong Learning | | | | | |
| Improve users' formal education | | | | | |
| Improve users' general knowledge and skills | | | | | |
| Information Access | YES | YES | YES | YES | YES |
| Improve users' ability to discover information resources | | | | | YES |
| Improve users' ability to obtain and/or use information resources | YES | YES | YES | YES | |
| Institutional Capacity | | | | | |
| Improve the library workforce | | | | | |
| Improve the library's physical and technological infrastructure | | | | | |
| Improve library operations | | | | | |
| Economic & Employment Development | | | | | |
| Improve users' ability to use resources and apply information for employment support | | | | | |
| Improve users' ability to use and apply business resources | | | | | |
| Human Resources | | | | | |
| Improve users' ability to apply information that furthers their personal, family or household finances | | | | | |
| Improve users' ability to apply information that furthers their personal or family health & wellness | | | | | |
| Improve users' ability to apply information that furthers their parenting and family skills | | | | | |
| Civic Engagement | | | | | |
| Improve users' ability to participate in their community | | | | | |
| Improve users' ability to participate in community conversations around topics of concern | | | | | |

OKLAHOMA Goal 2 - Strengthen Libraries Measuring Success Focal Areas and Intents

| | 2.1 Professional Development | 2.2 Technology Support | 2.3 Quality Data for Decision-Making | | | | | | |
|--|------------------------------|------------------------|--------------------------------------|--|--|--|--|--|--|
| Lifelong Learning | | | | | | | | | |
| Improve users' formal education | | | | | | | | | |
| Improve users' general knowledge and skills | | | | | | | | | |
| Information Access | | | | | | | | | |
| Improve users' ability to discover information resources | | | | | | | | | |
| Improve users' ability to obtain and/or use information resources | | | | | | | | | |
| Institutional Capacity | YES | YES | YES | | | | | | |
| Improve the library workforce | YES | | | | | | | | |
| Improve the library's physical and technological infrastructure | | YES | | | | | | | |
| Improve library operations | | | YES | | | | | | |
| Economic & Employment Development | | | | | | | | | |
| Improve users' ability to use resources and apply information for employment support | | | | | | | | | |
| Improve users' ability to use and apply business resources | | | | | | | | | |
| Human Resources | | | | | | | | | |
| Improve users' ability to apply information that furthers their personal, family or household finances | | | | | | | | | |
| Improve users' ability to apply information that furthers their personal or family health & wellness | | | | | | | | | |
| Improve users' ability to apply information that furthers their parenting and family skills | | | | | | | | | |
| Civic Engagement | | | | | | | | | |
| Improve users' ability to participate in their community | | | | | | | | | |
| Improve users' ability to participate in community conversations around topics of concern | | | | | | | | | |

OKLAHOMA Goal 3 - Help Build Thriving Communities

Measuring Success Focal Areas and Intents

| | 3.1 Literacy | 3.2 Lifelong Learning Programs | 3.3 Health, Wellness, and Life Skills | 3.4 Citizenship and Community Engagement |
|--|--------------|--------------------------------|---------------------------------------|--|
| Lifelong Learning | YES | YES | | |
| Improve users' formal education | YES | | | |
| Improve users' general knowledge and skills | | YES | | |
| Information Access | | | | |
| Improve users' ability to discover information resources | | | | |
| Improve users' ability to obtain and/or use information resources | | | | |
| Institutional Capacity | | | | |
| Improve the library workforce | | | | |
| Improve the library's physical and technological infrastructure | | | | |
| Improve library operations | | | | |
| Economic & Employment Development | | | | |
| Improve users' ability to use resources and apply information for employment support | | | | |
| Improve users' ability to use and apply business resources | | | | |
| Human Resources | | | YES | |
| Improve users' ability to apply information that furthers their personal, family or household finances | | | | |
| Improve users' ability to apply information that furthers their personal or family health & wellness | | | YES | |
| Improve users' ability to apply information that furthers their parenting and family skills | | | | |
| Civic Engagement | | | | YES |
| Improve users' ability to participate in their community | | | | YES |
| Improve users' ability to participate in community conversations around topics of concern | | | | |

APPENDIX C - EVALUATION METHODS

| Goal 1: Enable Access to Information | Question(s) to be Answered | Method of Assessment | Data/Information to be Collected |
|---|---|--|---|
| <p>Focal Areas and Intents:</p> <p>Information Access Improve users' ability to discover information resources</p> <p>Improve users' ability to obtain and/or use information resources</p> | <p>Were small and rural libraries with limited budgets provided useful books?</p> <p>Were the collections utilized and had an impact on the residents of the communities?</p> <p>Were the electronic resources utilized and what was their impact?</p> <p>Is there a systematic and strategic approach to digitization of archival resources?</p> | <p>Use of library materials (especially recently provided collection materials)</p> <p>Anecdotal information from community residents on the impact of the print and electronic collections on their quality of life</p> <p>Electronic use and cost per use</p> <p>Digitization activities, usage, and impact</p> <p>Were plans and assessment for improved effectiveness and efficiency realized?</p> | <p>Usage statistics for recent books especially or specialized collections such as book club collections, etc.</p> <p>Nature and magnitude of impact of collections on community residents</p> <p>Usage and cost</p> <p>Number of archival resources digitized and usage statistics of these resources</p> <p>Recommendations accepted for special assessment studies</p> |
| <p>Equity, Diversity, Inclusion:</p> | <p>Were viewpoints and perspectives representative of the whole community included in the collections?</p> <p>What efforts were made to ensure that underrepresented groups were aware of the collections?</p> | <p>National or local news regarding challenges regarding collection development and dissemination</p> <p>Collection development policy shared, revised, updated as needed</p> | <p>Indication that wholistic community perspectives were or were not included</p> <p>Evidence of success of outreach efforts and representation of wholistic community viewpoints</p> |

| Goal 2: Strengthen Libraries | Question(s) to be Answered | Method of Assessment | Data/Information to be Collected |
|---|--|--|--|
| <p>Focal Areas and Intents:</p> <p>Institutional Capacity Improve the library workforce</p> <p>Improve library's physical and technological infrastructure</p> <p>Improve library operations</p> | <p>Was new knowledge and/or skill gained? If so, what?</p> <p>Were libraries improved (physical and/or technological needs met)?</p> <p>Were library directors and other staff more confident and able to apply what they learned? What evidence of action is there?</p> | <p>Pre and post-participation questionnaires - either online or onsite</p> <p>Pre and post-improvement photos, testimonials, anecdotes</p> <p>Evidence of impact beyond perceptions such as willingness to collaborate, join larger systems, share within a larger area?</p> | <p>Number of participants in attendance (in-person, virtually, and archived versions)</p> <p>Nature and magnitude of impact of program on individual participants</p> <p>Evidence of broader and more impactful collaborations, consortia, and coops</p> |
| <p>Equity, Diversity, Inclusion:</p> | <p>Were viewpoints and perspectives of underrepresented groups included in the programs?</p> <p>What efforts were made to ensure that underrepresented groups were aware of the program and would feel welcomed?</p> | <p>Pre-program questionnaire to presenter(s) or to presenting organization</p> <p>Policies and procedures reviews and revised as needed</p> | <p>Indication that alternative perspectives were or were not included</p> <p>Evidence of success of professional development efforts</p> |

| Goal 3: Thriving Communities | Question(s) to be Answered | Method of Assessment | Data/Information to be Collected |
|---|--|--|--|
| <p>Focal Areas and Intents:</p> <p>Lifelong Learning Improve the users' formal education</p> <p>Improve the users' general knowledge and skills</p> <p>Human Services Improve users' ability to apply information that furthers their personal or family health and wellness</p> <p>Civic Engagement Improve users' ability to participate in their community</p> | <p>Were literacy skills improved?</p> <p>Were health and medical related knowledge, skills, and attitudes improved? Do Oklahomans lead a healthier lifestyle?</p> <p>Are library services and programs equitable in small and large libraries, municipal and system libraries? How can they be improved?</p> | <p>Pre and post-participation questionnaires - either online or onsite at literacy events, programs, and classes</p> <p>Pre and post-participation questionnaires - either online or onsite at health literacy events, programs, and classes</p> <p>Evidence of impact beyond perceptions such as greater collaboration, more effective use of resources sharing</p> | <p>Number of participants in attendance (in-person, virtually, and archived versions)</p> <p>Nature and magnitude of impact of program on individual participants</p> <p>Evidence of broader and more impactful collaborations, consortia, and coops</p> |
| <p>Equity, Diversity, Inclusion:</p> | <p>Were viewpoints and perspectives of underrepresented groups included in the programs?</p> <p>What efforts were made to ensure that underrepresented groups were aware of the program and would feel welcomed?</p> | <p>Pre-program questionnaire to presenter(s) or to presenting organization</p> <p>Policies and procedures reviews and revised as needed</p> | <p>Indication that alternative perspectives were or were not included</p> <p>Evidence of success of lifelong and health literacy programs and efforts</p> |

APPENDIX D - DETAILED DEMOGRAPHICS

OKLAHOMA AND UNITED STATES

Preface on Data Used

Most of the data used in this report is from the U.S. Census; other sources are cited where used. The census data used for the overview section includes data from the decennial census, both the 2020 redistricting data and the 2010 decennial data. Any data cited from 2020, both in the overview and what makes up the majority of the data in the rest of this report, is from the 2020 5-year (2016-2020) American Community Survey (ACS), which includes a greater number of topics than that found in decennial census data. 2015 comparisons for this data are from the 2011-2015 ACS. The highly rural nature of many Oklahoma counties means that the 5-year ACS estimates had to be used, rather than the 1-year estimates (which are [only available for areas with populations over 65,000](#)).

Age Cohorts in Oklahoma over the last ten years

| AGE | % Total 2010 | % Total 2015 | % Total 2020 |
|-------------------|--------------|--------------|--------------|
| Under 5 years | 7 | 6.9 | 6.6 |
| 5 to 9 years | 6.9 | 6.9 | 6.7 |
| 10 to 14 years | 6.8 | 6.8 | 6.9 |
| 15 to 19 years | 7.3 | 6.7 | 6.7 |
| 20 to 24 years | 7.4 | 7.4 | 7 |
| 25 to 29 years | 6.9 | 6.9 | 7.1 |
| 30 to 34 years | 6.2 | 6.8 | 6.7 |
| 35 to 39 years | 6.3 | 6.1 | 6.6 |
| 40 to 44 years | 6.4 | 6.1 | 5.9 |
| 45 to 49 years | 7.2 | 6.1 | 5.8 |
| 50 to 54 years | 7 | 6.8 | 5.9 |
| 55 to 59 years | 6.2 | 6.5 | 6.4 |
| 60 to 64 years | 5.2 | 5.7 | 6 |
| 65 to 69 years | 4.1 | 4.6 | 5.1 |
| 70 to 74 years | 3.2 | 3.5 | 4 |
| 75 to 79 years | 2.6 | 2.6 | 2.8 |
| 80 to 84 years | 1.9 | 1.9 | 1.9 |
| 85 years and over | 1.6 | 1.7 | 1.8 |

Oklahoma and United States Education levels

| Population 25 years and over | Oklahoma | | United States | |
|---|-----------------|-------|----------------------|-------|
| <i>TOTAL POPULATION</i> | 2,611,680 | % | 222,836,834 | % |
| Less than 9th grade | 101,338 | 3.9% | 10,923,030 | 4.9% |
| 9th to 12th grade, no diploma | 197,694 | 7.6% | 14,639,650 | 6.6% |
| High school graduate (includes equivalency) | 812,618 | 31.1% | 59,421,419 | 26.7% |
| Some college, no degree | 602,288 | 23.1% | 45,242,162 | 20.3% |
| Associate's degree | 214,840 | 8.2% | 19,254,254 | 8.6% |
| Bachelor's degree | 448,366 | 17.2% | 45,034,610 | 20.2% |
| Graduate or professional degree | 234,536 | 9.0% | 28,321,709 | 12.7% |
| | | | | |
| High school graduate or higher | 2,312,648 | 88.6% | 197,274,154 | 88.5% |
| Bachelor's degree or higher | 682,902 | 26.1% | 73,356,319 | 32.9% |

Oklahoma and United States Total population

| Label (Grouping) | Oklahoma Total | United States Total |
|--|----------------|---------------------|
| Total Population | 3,949,342 | 326,569,308 |
| SEX AND AGE | | |
| Male | 49.5% | 49.2% |
| Female | 50.5% | 50.8% |
| Under 5 years | 6.6% | 6.0% |
| 5 to 17 years | 17.7% | 16.4% |
| 18 to 24 years | 9.7% | 9.3% |
| 25 to 44 years | 26.3% | 26.6% |
| 45 to 54 years | 11.7% | 12.7% |
| 55 to 64 years | 12.5% | 12.9% |
| 65 to 74 years | 9.1% | 9.4% |
| 75 to 84 years | 4.8% | 4.7% |
| 85 years and over | 1.8% | 2.0% |
| Median age (years) | 36.7 | 38.2 |
| RACE AND HISPANIC OR LATINO ORIGIN | | |
| One race | 91.3% | 94.8% |
| White | 71.1% | 70.4% |
| Black or African American | 7.3% | 12.6% |
| American Indian and Alaska Native | 7.7% | 0.8% |
| Asian | 2.2% | 5.6% |
| Native Hawaiian and Other Pacific Islander | 0.2% | 0.2% |
| Some other race | 2.8% | 5.1% |
| Two or more races | 8.7% | 5.2% |
| Hispanic or Latino origin (of any race) | 10.9% | 18.2% |
| White alone, not Hispanic or Latino | 64.9% | 60.1% |
| HOUSEHOLD TYPE | | |
| In married-couple family | 58.5% | 58.6% |
| In other households | 38.8% | 38.9% |
| Average household size | 2.57 | 2.6 |
| Average family size | 3.18 | 3.21 |

| Label (Grouping) | Oklahoma Total | United States Total |
|---|----------------|---------------------|
| MARITAL STATUS | | |
| Population 15 years and over | 3,151,554 | 265,832,167 |
| Never married | 29.3% | 33.5% |
| Now married, except separated | 49.0% | 48.1% |
| Divorced or separated | 15.1% | 12.7% |
| Widowed | 6.6% | 5.7% |
| SCHOOL ENROLLMENT | | |
| Population 3 years and over enrolled in school | 992,436 | 80,497,960 |
| Nursery school, preschool | 6.4% | 6.1% |
| Elementary school (grades K-8) | 48.8% | 45.4% |
| High school (grades 9-12) | 20.8% | 21.0% |
| College or graduate school | 24.0% | 27.6% |
| EDUCATIONAL ATTAINMENT | | |
| Population 25 years and over | 2,611,680 | 222,836,834 |
| Less than high school graduate | 11.4% | 11.5% |
| High school graduate (includes equivalency) | 31.1% | 26.7% |
| Some college or associate's degree | 31.3% | 28.9% |
| Bachelor's degree | 17.2% | 20.2% |
| Graduate or professional degree | 9.0% | 12.7% |
| LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH | | |
| Population 5 years and over | 3,690,339 | 306,919,116 |
| English only | 89.4% | 78.5% |
| Language other than English | 10.6% | 21.5% |
| Speak English less than "very well" | 3.9% | 8.2% |
| EMPLOYMENT STATUS | | |
| Population 16 years and over | 3,097,358 | 261,649,873 |
| In labor force | 61.1% | 63.4% |
| Civilian labor force | 60.5% | 63.0% |
| Employed | 57.4% | 59.6% |
| Unemployed | 3.1% | 3.4% |
| Percent of civilian labor force | 5.1% | 5.4% |
| Armed Forces | 0.6% | 0.4% |
| Not in labor force | 38.9% | 36.6% |

| Label (Grouping) | Oklahoma Total | United States Total |
|--|----------------|---------------------|
| Civilian employed population 16 years and over | 1,779,157 | 155,888,980 |
| CLASS OF WORKER | | |
| Private wage and salary workers | 76.3% | 79.9% |
| Government workers | 17.0% | 13.9% |
| Self-employed workers in own not incorporated business | 6.5% | 5.9% |
| Unpaid family workers | 0.2% | 0.2% |
| OCCUPATION | | |
| Management, business, science, and arts occupations | 35.6% | 39.5% |
| Service occupations | 17.3% | 17.4% |
| Sales and office occupations | 21.9% | 21.3% |
| Natural resources, construction, and maintenance occupations | 11.0% | 8.7% |
| Production, transportation, and material moving occupations | 14.3% | 13.1% |
| INDUSTRY | | |
| Agriculture, forestry, fishing and hunting, and mining | 4.3% | 1.7% |
| Construction | 7.1% | 6.7% |
| Manufacturing | 9.6% | 10.0% |
| Wholesale trade | 2.6% | 2.5% |
| Retail trade | 11.5% | 11.0% |
| Transportation and warehousing, and utilities | 5.5% | 5.5% |
| Information | 1.6% | 2.0% |
| Finance and insurance, and real estate and rental and leasing | 5.5% | 6.6% |
| Professional, scientific, and management, and administrative and waste management services | 8.7% | 11.7% |
| Educational services, and health care and social assistance | 22.6% | 23.3% |
| Arts, entertainment, and recreation, and accommodation and food services | 9.6% | 9.4% |
| Other services (except public administration) | 5.3% | 4.8% |
| Public administration | 6.2% | 4.7% |

| Label (Grouping) | Oklahoma Total | United States Total |
|--|----------------|---------------------|
| EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS) FOR FULL-TIME, YEAR-ROUND WORKERS | | |
| Population 16 years and over with earnings | 1,327,227 | 112,255,754 |
| \$1 to \$9,999 or less | 2.0% | 1.6% |
| \$10,000 to \$14,999 | 3.6% | 2.7% |
| \$15,000 to \$24,999 | 13.6% | 10.6% |
| \$25,000 to \$34,999 | 17.9% | 15.2% |
| \$35,000 to \$49,999 | 22.0% | 19.4% |
| \$50,000 to \$74,999 | 21.1% | 22.4% |
| \$75,000 or more | 19.7% | 28.1% |
| Median earnings (dollars) for full-time, year-round workers: | | |
| Male | 49,185 | 54,323 |
| Female | 36,821 | 44,220 |
| INCOME IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS) | | |
| Households | 1,493,569 | 122,354,219 |
| With earnings | 76.0% | 77.7% |
| Mean earnings (dollars) | 75,085 | 93,265 |
| With Social Security income | 32.4% | 31.4% |
| Mean Social Security income (dollars) | 19,533 | 20,126 |
| With Supplemental Security Income | 5.4% | 5.2% |
| Mean Supplemental Security Income (dollars) | 10,172 | 10,115 |
| With cash public assistance income | 2.8% | 2.4% |
| Mean cash public assistance income (dollars) | 2,168 | 3,271 |
| With retirement income | 20.5% | 21.1% |
| Mean retirement income (dollars) | 23,963 | 28,376 |
| With Food Stamp/SNAP benefits | 12.6% | 11.4% |
| Median Household income (dollars) | 53,840 | 64,994 |
| Average number of workers per household | 1.17% | 1.24% |
| POVERTY STATUS IN THE PAST 12 MONTHS | | |
| Population for whom poverty status is determined | 3,833,712 | 318,564,128 |
| Below 100 percent of the poverty level | 15.3% | 12.8% |
| 100 to 199 percent of the poverty level | 20.6% | 16.9% |

| Label (Grouping) | Oklahoma Total | United States Total |
|---|----------------|---------------------|
| At or above 200 percent of the poverty level | 64.1% | 70.2% |
| POVERTY RATES FOR FAMILIES FOR WHOM POVERTY STATUS IS DETERMINED | | |
| All families | 11.2% | 9.1% |
| With related children of the householder under 18 years | 17.6% | 14.3% |
| With related children of the householder under 5 years only | 18.0% | 13.5% |
| Married-couple family | 5.8% | 4.6% |
| With related children of the householder under 18 years | 8.3% | 6.2% |
| With related children of the householder under 5 years only | 6.5% | 4.8% |
| Female householder, no spouse present, family | 31.0% | 25.1% |
| With related children of the householder under 18 years | 40.1% | 34.4% |
| With related children of the householder under 5 years only | 47.8% | 38.8% |
| Occupied housing units | 1,493,569 | 122,354,219 |
| HOUSING TENURE | | |
| Owner-occupied housing units | 66.1% | 64.4% |
| Renter-occupied housing units | 33.9% | 35.6% |
| Average household size of owner-occupied unit | 2.62% | 2.69% |
| Average household size of renter-occupied unit | 2.47% | 2.45% |
| ROOMS | | |
| 1 room | 1.4% | 2.1% |
| 2 or 3 rooms | 8.6% | 11.1% |
| 4 or 5 rooms | 38.0% | 34.1% |
| 6 or 7 rooms | 34.7% | 30.8% |
| 8 or more rooms | 17.3% | 22.0% |
| Median number of rooms | 5.6% | 5.7% |
| 1.01 or more occupants per room | 2.7% | 3.3% |
| VEHICLES AVAILABLE | | |
| None | 5.4% | 8.5% |
| 1 or more | 94.6% | 91.5% |
| SELECTED CHARACTERISTICS | | |

| Label (Grouping) | Oklahoma Total | United States Total |
|---|----------------|---------------------|
| No telephone service available | 1.7% | 1.6% |
| Limited English Speaking Households | 2.0% | 4.3% |
| Owner-occupied housing units | 986,555 | 78,801,376 |
| SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME IN THE PAST 12 MONTHS | | |
| Less than 30 percent | 83.8% | 78.1% |
| 30 percent or more | 16.2% | 21.9% |
| Renter-occupied housing units | 507,014 | 43,552,843 |
| GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME IN THE PAST 12 MONTHS | | |
| Less than 30 percent | 60.7% | 54.3% |
| 30 percent or more | 39.3% | 45.7% |

Oklahoma and United States Foreign Born population

| Label (Grouping) | OK Foreign-Born | US Foreign-Born |
|--|-----------------|-----------------|
| Foreign-born population | 237,812 | 44,125,628 |
| CITIZENSHIP AND PERIOD OF ENTRY | | |
| Naturalized citizen | 37.5% | 50.9% |
| Entered 2010 or later | 3.1% | 3.1% |
| Entered 2000 to 2009 | 9.0% | 11.0% |
| Entered before 2000 | 25.4% | 36.8% |
| Not a citizen | 62.5% | 49.1% |
| SEX AND AGE | | |
| Male | 51.7% | 48.6% |
| Female | 48.3% | 51.4% |
| Under 5 years | 0.7% | 0.7% |
| 5 to 17 years | 5.4% | 5.0% |
| 18 to 24 years | 10.1% | 6.4% |
| 25 to 44 years | 43.9% | 37.2% |
| 45 to 54 years | 17.6% | 19.5% |
| 55 to 64 years | 12.4% | 15.0% |
| 65 to 74 years | 6.4% | 9.4% |

| | | |
|--|---------|------------|
| 75 to 84 years | 2.8% | 4.8% |
| 85 years and over | 0.7% | 2.0% |
| Median age (years) | 40.5 | 45.3 |
| RACE AND HISPANIC OR LATINO ORIGIN | | |
| One race | 94.1% | 93.9% |
| White | 44.2% | 41.3% |
| Black or African American | 5.2% | 9.3% |
| American Indian and Alaska Native | 0.9% | 0.4% |
| Asian | 24.5% | 27.3% |
| Native Hawaiian and Other Pacific Islander | 1.3% | 0.3% |
| Some other race | 18.1% | 15.3% |
| Two or more races | 5.9% | 6.1% |
| Hispanic or Latino origin (of any race) | 54.5% | 44.1% |
| White alone, not Hispanic or Latino | 12.7% | 17.7% |
| HOUSEHOLD TYPE | | |
| In married-couple family | 64.2% | 63.7% |
| In other households | 33.2% | 34.8% |
| Average household size | 3.38 | 3.24 |
| Average family size | 3.94 | 3.73 |
| MARITAL STATUS | | |
| Population 15 years and over | 227,568 | 42,349,127 |
| Never married | 24.0% | 23.4% |
| Now married, except separated | 61.6% | 60.2% |
| Divorced or separated | 10.6% | 11.1% |
| Widowed | 3.8% | 5.3% |
| SCHOOL ENROLLMENT | | |
| Population 3 years and over enrolled in school | 35,627 | 5,524,059 |
| Nursery school, preschool | 1.1% | 1.9% |
| Elementary school (grades K-8) | 21.4% | 23.5% |
| High school (grades 9-12) | 18.8% | 19.2% |
| College or graduate school | 58.7% | 55.5% |
| EDUCATIONAL ATTAINMENT | | |
| Population 25 years and over | 199,196 | 38,791,060 |
| Less than high school graduate | 35.9% | 26.7% |

| | | |
|--|---------|------------|
| High school graduate (includes equivalency) | 24.7% | 22.1% |
| Some college or associate's degree | 16.6% | 19.0% |
| Bachelor's degree | 12.3% | 18.2% |
| Graduate or professional degree | 10.4% | 14.1% |
| LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH | | |
| Population 5 years and over | 236,041 | 43,817,200 |
| English only | 15.4% | 16.7% |
| Language other than English | 84.6% | 83.3% |
| Speak English less than "very well" | 49.1% | 46.7% |
| EMPLOYMENT STATUS | | |
| Population 16 years and over | 226,218 | 42,135,115 |
| In labor force | 68.7% | 66.5% |
| Civilian labor force | 68.4% | 66.3% |
| Employed | 65.9% | 63.2% |
| Unemployed | 2.5% | 3.1% |
| Percent of civilian labor force | 3.6% | 4.6% |
| Armed Forces | 0.4% | 0.2% |
| Not in labor force | 31.3% | 33.5% |
| Civilian employed population 16 years and over | 149,031 | 26,649,739 |
| CLASS OF WORKER | | |
| Private wage and salary workers | 81.9% | 83.0% |
| Government workers | 10.2% | 9.0% |
| Self-employed workers in own not incorporated business | 7.7% | 7.7% |
| Unpaid family workers | 0.2% | 0.2% |
| OCCUPATION | | |
| Management, business, science, and arts occupations | 24.3% | 34.3% |
| Service occupations | 24.1% | 22.5% |
| Sales and office occupations | 12.2% | 15.3% |
| Natural resources, construction, and maintenance occupations | 20.0% | 12.4% |
| Production, transportation, and material moving occupations | 19.4% | 15.5% |
| INDUSTRY | | |
| Agriculture, forestry, fishing and hunting, and mining | 4.4% | 2.3% |

| | | |
|--|---------|------------|
| Construction | 15.3% | 9.4% |
| Manufacturing | 14.6% | 11.0% |
| Wholesale trade | 1.6% | 2.6% |
| Retail trade | 8.9% | 8.9% |
| Transportation and warehousing, and utilities | 3.4% | 5.9% |
| Information | 0.9% | 1.6% |
| Finance and insurance, and real estate and rental and leasing | 2.5% | 5.5% |
| Professional, scientific, and management, and administrative and waste management services | 9.1% | 13.6% |
| Educational services, and health care and social assistance | 15.7% | 19.9% |
| Arts, entertainment, and recreation, and accommodation and food services | 13.5% | 10.7% |
| Other services (except public administration) | 7.0% | 6.0% |
| Public administration | 3.0% | 2.5% |
| EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS) FOR FULL-TIME, YEAR-ROUND WORKERS | | |
| Population 16 years and over with earnings | 109,616 | 19,592,170 |
| \$1 to \$9,999 or less | 2.2% | 1.7% |
| \$10,000 to \$14,999 | 5.0% | 3.4% |
| \$15,000 to \$24,999 | 19.4% | 14.6% |
| \$25,000 to \$34,999 | 22.6% | 17.9% |
| \$35,000 to \$49,999 | 22.3% | 18.3% |
| \$50,000 to \$74,999 | 14.8% | 17.7% |
| \$75,000 or more | 13.6% | 26.3% |
| Median earnings (dollars) for full-time, year-round workers: | | |
| Male | 37,298 | 46,817 |
| Female | 30,297 | 40,122 |
| INCOME IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS) | | |
| Households | 97,421 | 18,422,408 |
| With earnings | 89.4% | 85.9% |
| Mean earnings (dollars) | 67,335 | 94,714 |
| With Social Security income | 15.0% | 21.5% |
| Mean Social Security income (dollars) | 16,792 | 17,365 |

| | | |
|---|---------|------------|
| With Supplemental Security Income | 2.4% | 5.1% |
| Mean Supplemental Security Income (dollars) | 9,798 | 9,233 |
| With cash public assistance income | 1.6% | 2.9% |
| Mean cash public assistance income (dollars) | 1,900 | 3,599 |
| With retirement income | 8.8% | 10.7% |
| Mean retirement income (dollars) | 24,814 | 25,487 |
| With Food Stamp/SNAP benefits | 11.4% | 13.8% |
| Median Household income (dollars) | 48,102 | 62,776 |
| Average number of workers per household | 1.54% | 1.52% |
| POVERTY STATUS IN THE PAST 12 MONTHS | | |
| Population for whom poverty status is determined | 231,771 | 43,557,688 |
| Below 100 percent of the poverty level | 17.7% | 14.5% |
| 100 to 199 percent of the poverty level | 26.7% | 20.6% |
| At or above 200 percent of the poverty level | 55.6% | 64.9% |
| POVERTY RATES FOR FAMILIES FOR WHOM POVERTY STATUS IS DETERMINED | | |
| All families | 17.0% | 13.0% |
| With related children of the householder under 18 years | 21.4% | 17.5% |
| With related children of the householder under 5 years only | 12.4% | 13.6% |
| Married-couple family | 13.1% | 9.4% |
| With related children of the householder under 18 years | 15.7% | 11.7% |
| With related children of the householder under 5 years only | 8.5% | 8.8% |
| Female householder, no spouse present, family | 35.3% | 27.3% |
| With related children of the householder under 18 years | 45.3% | 37.7% |
| With related children of the householder under 5 years only | 45.8% | 35.8% |
| Occupied housing units | 97,421 | 18,422,408 |
| HOUSING TENURE | | |
| Owner-occupied housing units | 56.6% | 53.6% |
| Renter-occupied housing units | 43.4% | 46.4% |
| Average household size of owner-occupied unit | 3.57% | 3.40% |

| | | |
|---|--------|-----------|
| Average household size of renter-occupied unit | 3.12% | 3.06% |
| ROOMS | | |
| 1 room | 2.2% | 3.6% |
| 2 or 3 rooms | 13.3% | 16.8% |
| 4 or 5 rooms | 44.6% | 40.2% |
| 6 or 7 rooms | 28.5% | 25.0% |
| 8 or more rooms | 11.4% | 14.3% |
| Median number of rooms | 5.1% | 5.0% |
| 1.01 or more occupants per room | 8.8% | 10.7% |
| VEHICLES AVAILABLE | | |
| None | 4.5% | 11.9% |
| 1 or more | 95.5% | 88.1% |
| SELECTED CHARACTERISTICS | | |
| No telephone service available | 2.2% | 1.9% |
| Limited English Speaking Households | 27.0% | 24.2% |
| Owner-occupied housing units | 55,140 | 9,869,765 |
| SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME IN THE PAST 12 MONTHS | | |
| Less than 30 percent | 78.3% | 70.0% |
| 30 percent or more | 21.7% | 30.0% |
| Renter-occupied housing units | 42,281 | 8,552,643 |
| GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME IN THE PAST 12 MONTHS | | |
| Less than 30 percent | 58.2% | 50.4% |
| 30 percent or more | 41.8% | 49.6% |