

UTAH STATE LIBRARY

LSTA Five Year Plan, 2018 - 2022

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INTRODUCTION

The following plan reflects the entire scope of Utah State Library's (USL) efforts to fulfill its mission to empower libraries and inspire Utahns by providing convenient access to information resources and delivering exceptional library services. This means that the plan reflects projects and activities that will be undertaken using funding from multiple sources including local, state, private/charitable giving, other foundation and grant sources, and the Library Services and Technology Act (LSTA) Grants to States program.

The plan is presented as a unified document to ensure a high level of efficiency and the seamless integration of the library resources and services that are offered to the public. Utahns want high quality services that help them succeed in their professional and personal lives. They care little about the source of funding for the services that they need.

That said, it is recognized that LSTA Grants to States funding cannot be used for certain purposes such as facilities funding. State aid is provided for some projects included here. This plan integrates projects and activities that will be undertaken using funds from multiple sources to demonstrate the relationships between and among services and to highlight the importance of the partnerships and dependence that exists among the funding sources. Services supported only with LSTA funds are clearly indicated in the plan.

NEEDS ASSESSMENT

According to the August 2016 Fact Sheet of the Kem C. Gardner Policy Institute at the University of Utah:

Utah's population surpassed the three million mark in the fall of 2015. The state possesses distinctive demographics, including the nation's youngest population and largest household size. Utah also has a relatively urban population with the vast majority of residents living in the northern metropolitan counties. The state economy is growing rapidly compared to other states and includes a mix of industries. A hallmark of the Utah economy is globalization, both in terms of international exports and visitors.

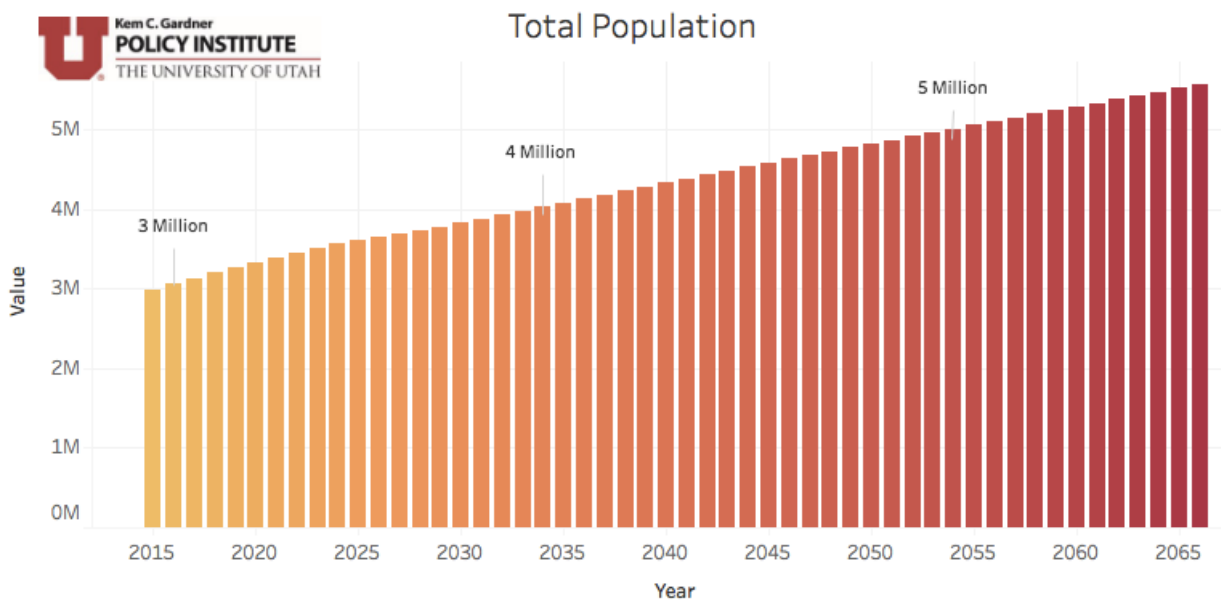
The population of the state (estimate as of July 1, 2016) is 3,051,217, an increase of 10.4 percent since the April 1, 2010 U.S. Census. Utah's population is growing faster than the populations in other states. Persons under five years old decreased slightly from 9.5 percent in 2010 to 8.4 percent in 2015. A similar decline was noted for persons less than 18 years of age, which fell from 31.5 percent to 30.5 percent in the same timeframe. On the other hand, the proportion of people age 65 years and over increased from 9.0 percent to 10.3 percent. The

population of Black or African Americans increased slightly from 1.1 percent to 1.3 percent, the population of Asians increased from 2.0 percent to 2.5 percent, and the population of persons with Hispanic or Latino ethnicity increased from 13 to 13.7 percent. Median household income (in 2015 dollars), for the 2011–2015 period, was \$60,727, and per capita income was \$24,686.¹

Factors affecting library service needs

Population Growth

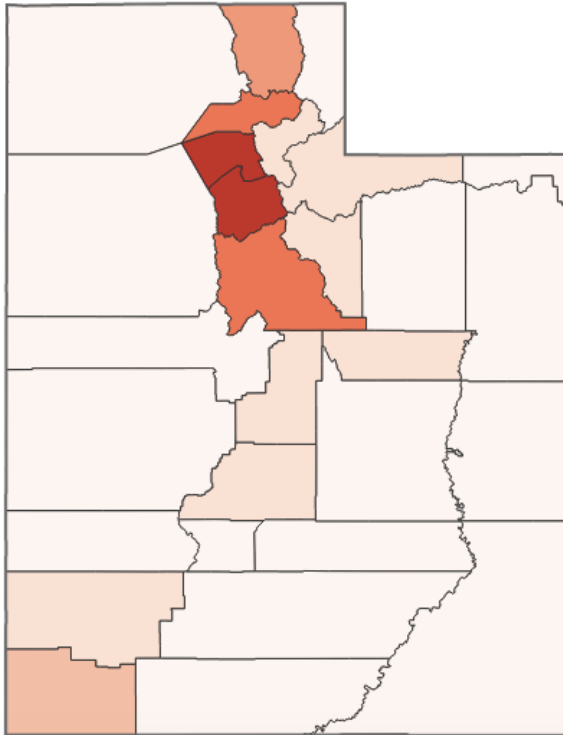
Utah has experienced the third highest population growth among all states between 2010 and 2016 (10.4 percent - U.S. Census Bureau 2016 estimate). Growth models suggest that increases are likely to be sustained over the foreseeable future.



Population Distribution

According to U.S. Census Bureau 2016 Population Estimates, almost eighty percent (79.52 percent) of Utah’s total population of 3,051,217 lives in five counties along the Wasatch Front. When three other counties bordering Salt Lake County are added to the mix, over 85 percent of total population is accounted for. Another five percent (5.25 percent) of the population lives in the rapidly growing Washington County in the southwestern corner of the state. This means that much of the remaining 10 percent of the population is widely scattered throughout the 12th largest state’s 82,144 square miles.

¹ Census QuickFacts uses data from the following sources: National level - Current Population Survey, Annual Social and Economic Supplement (CPS ASEC); State level - American Community Survey (ACS), one-year estimates; County level - The Small Area Income and Poverty Estimates (SAIPE), one-year estimates; Sub-county level: Cities, towns and census designated places; - ACS, five-year estimates:
<https://www.census.gov/quickfacts/table/PST045216/49>



Other Factors

- Age - Utah has the youngest population in the entire United States, as well as one of the highest birth rates.
- Literacy - The state also has the highest literacy rate, the highest number of high school graduates, and the highest number of college graduates.
- Unemployment – The unemployment rate for the state is extremely low (estimated at 3.1 percent), with approximately 46,600 Utahns unemployed and actively seeking work.²

Utah was the 35th most populated state in the United States with 2,763,888 residents based on the 2010 U.S. Census. The population in Utah increased by 530,719 residents or 23.8 percent in the decade between the 2000 and 2010 censuses. The national population grew 9.7 percent during this same time. Appendix E compares the characteristics of Utah’s population compared to those of the United States. These data are derived from the American Community Survey and differ slightly from other Census data included in this report (Appendix D also presents the same data using 2015 estimates).

Utah has a population that is just under 20 percent minority (meaning those not categorized as

² These figures come from reports published by the Kem C. Gardner Policy Institute at the University of Utah and may differ from the latest ACS or Census data a bit.

White alone, non-Hispanic), compared to 36 percent nationally. The White population has decreased, while the Hispanic/Latino population has increased significantly. Other populations have remained relatively static or have experienced slight increases.

The difference in the racial makeup of the urban and rural areas of the state is also slightly sharper than the national rate. Utah's rural population is almost 92 percent White, compared to 86 percent nationally in rural areas.

The state's age distribution skews significantly younger than the national age distribution, as evidenced by the over seven-year differential in the median age. Utah has a larger percentage of children (under 5 years and under 18 years) than the national rate, with an even higher number of children in the rural parts of the state. The number of Utahns reporting educational attainment beyond a high school diploma or equivalency has increased since 2000, with almost 30 percent of residents having attained a bachelor's degree or higher. Additionally, there has been an increase of nearly 20 percent in the number of adults who report being enrolled in college or in graduate or professional school since 2000.

Census Bureau data shows that Utah has a lower number of its non-institutionalized population with a disability – 9 percent compared to 12 percent nationally. In terms of poverty and unemployment, Utah's rates were uniformly lower than those for the U.S. as a whole. The state's median household income is also higher than the national average.

Utah State Library's priorities thus revolve around children's services. Its size and rural population also make it necessary for USL to prioritize its bookmobile programs and services to disabled patrons. USL also places a high priority on professional development. In FY 2015, 4,774 library staff members attended training offered by USL across the state.

Library Landscape

Public Libraries

In Utah, there are 59 certified public libraries (some with multiple branches) and 8 bookmobiles. Utah is a state in which some populations experience overlapping service areas, and thus are counted twice in IMLS estimates.

School, Academic, and Special Libraries

USL shows that there are 80 college, vocational and trade schools, 1,085 public schools, and many special and other types of libraries, including the Church of Latter Day Saints world headquarters, and educational institutions in the state. The National Center for Education Statistics (NCES) 2008 Schools and Staffing Survey (SASS) showed that 82.6 percent³ of the public schools in the state have a library media center. Data from the NCES 2012 Academic Libraries Survey (ALS) show that there are 24 academic libraries in the state.⁴

³ SASS: https://nces.ed.gov/surveys/sass/tables/sass0708_2009322_11s_01.asp

⁴ Supplemental Academic Libraries Survey (ALS) 2012 Survey, page 4: https://nces.ed.gov/pubs2014/2014038_supp.pdf

Library Services

Utah is a sizable state, the 12th largest in the country. Approximately a fifth of its population (which, as stated, includes a sizable number of children) lives in rural, remote areas of the state. Consequently, Utah has a large bookmobile program, with 8 vehicles and 8 headquarters libraries committed to providing materials to this population in 13 of the state's counties. Table 1 shows the most relevant bookmobile statistics.

Table 1 – Activity of Utah's Bookmobile Program

Bookmobile Activity	FY12	FY13	FY14	FY15
Items circulated	488,573	449,654	410,000	417,560
Patrons served	34,158	35,483	30,743	29,000
Miles traveled	150,000	90,000	90,000	101,042
Counties Served	14	13	13	13

Table 2 displays services offered by Utah public library districts from 2011 to 2015. The data in Table 2 includes information about children's services, an expected priority for a state with so many young residents. Loans of children's items have increased four percentage points from FY2011 to FY2015, indicating that youth-centered circulation is not declining in the same manner as general circulation. Also increased is the use of public computers among the state's libraries; this is perhaps unsurprising given Utah's dedication to bringing Wi-Fi even to their bookmobiles.

Table 2 – Typical Daily Library Activity, FY11—FY15

Typical Daily Activity	FY11	FY12	FY13	FY14	FY15
Library Visits	62,215	58,920	58,989	55,780	56,051
Circulation of Materials	125,095	124,912	123,157	122,027	120,989
Percent of Loaned Items That Are Children's Items	40%	41%	43%	43%	44%
Uses of Public Computers	11,415	10,809	10,143	15,084	15,667

Utah's libraries are heavily used, ranking 4th in the country for visits per capita. In FY2015, the state ranked 1st for children's materials checked out, with over 16 million items borrowed. The state held 22,277 children's events, representing nearly 70 percent of all scheduled events. Over 2 million Utahns had library cards in FY2015.

Table 3 demonstrates Utah's commitment to building its Online Library offerings. From FY13

to FY15, the circulation of downloadable items (e-books, e-audio, and e-video) doubled. Utah more than doubled the number of available e-books from just FY14 to FY15, a more than threefold increase from FY11.

Table 3 – Utah’s Online Library Offerings, FY11—FY15

Items Available	FY11	FY12	FY13	FY14	FY15
Electronically					
Online Databases (Premium)	43	41	41	51	51
Electronic Books	4,600	3,300	4,300	6,000	14,759
Downloadable Audiobooks	6,600	8,200	9,000	11,000	16,646
Downloadable Videos	140	141	141	141	141

Blind and Disabled Library Program

USL’s Program for the Blind and Disabled is an important project that circulates proprietary format audio, braille, and large print materials to qualifying individuals in Utah, Alaska, Wyoming, and 19 braille states nationwide. Library services to the blind, visually, print, and physically disabled are an essential means to providing access to information and leisure reading materials. In addition to physical materials, patrons of the Blind Library Program are able to download audio and braille books via the BARD and SHELF sites. In FY15, the Blind Program circulated 301,548 materials, including 51,532 audio book downloads. In addition to circulating national collections of braille and audio materials, the Blind Program, in partnership with the Utah Department of Corrections (UDC), has a robust program to record local and regional interest books that are unavailable from other sources. The Blind Program also participates in Newslines, a print alternative source for magazine and newspaper information.

Blind Program	2011	2012	2013	2014	2015
Circulation	331,341	313,584	318,422	324,283	301,548
Books recorded	212	-	108	258	174
Newslines subscribers	805	859	940	1,076	1,193

The estimated number of individuals in Utah with a visual disability was 50,941 according to the American Foundation of the Blind (AFB) in 2015. Approximately 35 percent of visually impaired individuals are between the ages of 35-64, while 12,680, approximately 25 percent are over the age of 75.⁵

⁵ The AFB’s data source is the American Community Survey 1-Year Estimates <http://www.census.gov/acs/www/>

The Multistate Center West

The Library of Congress, National Library Service (NLS) has contracted with USL for over 40 years to house the Multistate Center West (MSCW). The MSCW is a resource for regional libraries in the NLS network that serve the blind, visually, print, and physically disabled. The MSCW provides network libraries with supplies, publications, playback equipment, and interlibrary loan materials. The MSCW benefits to Utahns are the immediate access to MSCW's collections and other reading materials, and the employment of Utah citizens.

School Libraries

USL offers competitive grants to school libraries. Among the needs identified based on focus group and interview data is access to eBooks that are effectively integrated into the curriculum. The NCES 2011 SASS data shows that 90.0 percent of library media centers in Utah had computer work stations with Internet access, with an average of 14 per center (13 with Internet access). Just over 83 percent of library media centers had access to online, licensed databases, with 82.7 percent providing access to the classroom and 83.0 percent providing database access for students at home. The SASS data also show that 25.8 percent of the library media centers in the state offered family literacy activities and 59.4 percent had activities that encouraged students to read. Circulation figures showed an average of 100 books circulated in a typical week.

Academic Libraries

A number of needs were identified for academic libraries based on the focus group and interview data, chief among them the ability to continue to provide access to content through interlibrary loan as well as through digitization. Data from the NCES 2012 Academic Library Survey showed gate counts at Utah's 24 academic libraries at almost 275,000 visits per week. Academic libraries held 11.6 million volumes by the end of FY12 – 50 percent of the libraries held less than 5,000 volumes, while 42 percent of libraries had 50,000 or more volumes. These libraries also added 173,238 eBooks. Approximately 58.3 percent of the academic libraries in the state reported providing virtual reference services.

In summary, Utah libraries continue to face a number of challenges and opportunities. These include:

- Serving a growing population
- Serving a more diverse population
- Serving individuals lacking literacy skills (language, digital, etc.)
- Serving disadvantaged individuals with disabling conditions
- Serving a growing senior population
- Serving the needs of the under-employed/unemployed
- Addressing an increasing demand for e-content
- Positioning libraries as leaders in their communities
- Addressing the need for quality school libraries
- Meeting challenges supporting the information needs of citizens in rural areas.

Utah's LSTA allotment translated into less than 57 cents per person per year for the period

covered by the LSTA Evaluation 2013-2017. It is obvious that LSTA funds alone are inadequate to meet the library and information needs of all Utahns. Meeting these needs requires, and will continue to require, partnerships that involve local governments and school districts, public and private institutions of higher learning, and a vast array of governmental and non-profit agencies. USL must stretch a small amount of LSTA money (57 cents per person) to accomplish major results; this can be done by strategically deploying funds in support of library and information services. To accomplish this task, the following plan covers all funds managed by USL including LSTA and appropriate designations as indicated.

Above and beyond what is covered in this plan, USL will maintain capacity to respond to national, regional, or state-wide constituent needs. As new priorities are identified by the Governor and the State, USL will have capacity to respond to them. An example of such a priority recently identified by IMLS is the need to foster a common understanding of veterans, service members, and their families/caregivers and position libraries to cover this need. USL will be ready to respond to these emerging needs under the vision, mission and four goals provided here.

VISION

The Utah State Library is the primary leadership resource for librarians, while providing equal access to information and enduring services for citizens.

MISSION

The Utah State Library develops, leads, and delivers exceptional library services, while optimizing Utah's investment in libraries.

Core Values

The Utah State Library builds all that it does on a set of core values that define its conduct and informs its decision-making.

Respect for Our Citizens and Stewardship:

We respect the people of Utah and recognize that they are the reason we exist. We believe that every Utahn has the capacity to enrich their own lives and to contribute to the betterment of their community. We put the interest of the public first, mindful of how we use the dollars they have invested in libraries and library services.

Education and Lifelong Learning:

We believe that literacy is the gateway to knowledge and a pathway to success. Furthermore, we believe that knowledge empowers people and transforms lives. Because libraries are places

where knowledge and lifelong learning are grown and nurtured, we work to build the capacity of libraries to serve their communities by providing continuing education opportunities for library workers, keeping up with technological advances, identifying and sharing best professional practices and success stories, and offering technical assistance.

Collaboration & Civic Engagement:

We believe that we can accomplish more working together than we can by working alone. Therefore, we seek to strengthen existing partnerships and identify new opportunities to collaborate on projects and services that strengthen libraries and the communities they serve.

GOALS

GOAL 1: INFORMATION ACCESS

All residents of Utah will have access to the quality information resources they need to succeed at school, at work, and in their daily lives.

GOAL 2: INSTITUTIONAL CAPACITY

All residents of Utah will have convenient access to libraries and library services that are technologically advanced, efficiently operated and staffed by knowledgeable, helpful workers who employ the best professional practices.

GOAL 3: LIFELONG LEARNING

All residents of Utah will have access to library resources that promote literacy, education, and lifelong learning and enhance workforce development, 21st century skills, and digital literacy.

GOAL 4: CIVIC ENGAGEMENT

All residents of Utah will expand their involvement in community life as a result of participation in community-based programs held through the library.

PRIORITIZATION OF GOALS

It is very difficult to prioritize the goals in the 2018-2022 LSTA plan. This is because the ultimate outcomes are interrelated. In listing the goals in their priority order though, it is very important to continue to provide ***access to information resources*** as the foundation upon which ***institutional capacity*** and ***lifelong learning*** are built. The ***civic engagement*** goal is listed fourth in priority order reflecting the close connection to lifelong learning with a special emphasis on engaging local communities with a focus on their targeted local needs.

GOAL 1: INFORMATION ACCESS

All residents of Utah will have access to the quality information resources they need to succeed at school, at work, and in their daily lives.

GOAL 1 OBJECTIVE 1 (1.1): To improve users' access to information resources to meet their unique and diverse needs

1.1.1 Project 1 – Bookmobiles (County, State, & LSTA)

Summary: This project updates and enhances collections and services of the Bookmobile Program for patrons in rural and underserved locations. Utah's Bookmobile operations are targeted at serving the large rural population of nearly half a million citizens. With trucks on the road, staff in place, materials to check out, and a library card to access online databases, residents in rural and underserved areas have access to library services. All seven of the Bookmobiles and their extensive operations will be supported. They will order much-needed and requested materials to update their Juvenile collections. They will purchase audio books, DVDs, and a list of new releases and series completion titles.

Audience: Rural citizens served by bookmobile areas.

Process: Only State approved vendors will be used.

Timeline: Purchases will be completed and items received at least one week before the fiscal year ends.

Outcomes or Outputs: The patrons in rural and underserved areas of Utah will have access to materials of the same quality, quantity, and relevance as patrons in more densely populated areas.

1.1.2 Project 2 – Program for the Blind and Disabled (State, Federal, & LSTA)

Summary: This program provides braille, audio and large print services to qualified blind, visually and print impaired, and physically disabled individuals living in the State of Utah. LSTA funds are used to pay for Newsline which provides audio and electronic alternative for printed newspapers and magazines that are accessible to the blind, print, and visually disabled.

Newsline is a print alternative audio and electronic resource that provides subscribers with access to over 300 local and national newspapers and magazines.

Audience: Blind, visually and print disabled individuals in Utah.

Process: Newsline subscribers access the service via telephone and/or email.

Timeline: Newsline is an annual contract.

Outcomes or Outputs: The outputs are the number of subscribers to the Newsline service; the outcome is improving users' access to information in a print alternative format.

1.1.3 Project 3 – Interlibrary Loan Lender Support (State, LSTA)

Summary: This project encourages resource sharing among Utah's libraries by providing funding to reimburse net lending libraries for the costs of lending materials to other

libraries in Utah. This program is open to all lending libraries in Utah. Library Resources Program provides for OCLC CatExpress licensing and interlibrary loan subscriptions. USL reimburses net lenders at Utah's public and academic libraries in order to promote resource sharing across the state. LSTA funds for the lending reimbursement and state funds are used for direct ILL of its collection.

Audience: Public and academic libraries

Process: Based on statistical data reported on number of items borrowed through ILL vs. lent through ILL, USL uses a formula to calculate the reimbursements to net-lending libraries.

Timeline: The calculations and disbursements are made annually in the fall.

Outcomes or Outputs: USL compares lending statistics from year to year to help demonstrate the ongoing value of this program. USL has representation on ULAC, the Utah Library Academic Consortium, to work directly with the academic library participants to make sure this project is meeting their needs and their ability to provide resources to their communities.

1.1.4 Project 4 – Competitive Re-Grants (LSTA)

Summary: Provide re-grants to libraries in the state of Utah. Projects will be prioritized according to tightly defined criteria. Areas of funding have included technology, collections, and digitization efforts.

Audience: Public, academic, school, special, and tribal libraries

Process: Competitive grant round with review process done by external review committee comprised of peers from Utah's library community.

Timeline: Pending available funding, grant round will be announced in the spring of each fiscal year.

Outcomes or Outputs: Through re-grant efforts, USL will broaden access to library services throughout the state of Utah. Final reports from grantees will capture outcome data.

GOAL 1 OBJECTIVE 2 (1.2): To improve users' ability to access and use information resources to be successful

1.2.1 Project 1 – Utah's Online Library Platform (State, LSTA)

Summary: The purpose of this project is to provide statewide access to purchased databases to public library patrons in Utah, supplementing the library experience with online information not available on the Internet for free. USL maintains contracts with vendors to provide statewide access to a variety of databases that meet patrons' research needs. USL leads a committee composed of representatives from public

libraries across the state that evaluate the database package and make recommendations on a regular basis.

Audience: All residents of Utah.

Process: USL continuously assesses databases and will explore and consider new databases, evaluate some for removal, and work with representatives around the state to explore alternative funding strategies. USL will explore opportunities for a statewide virtual library card to provide access to online resources for citizens who do not have a local public library.

Timeline: USL has entered into multi-year contracts for database services. Over the next three years, USL will be examining its current contracts, exploring alternative pricing structures, and making recommendations for a change in how databases are purchased for Utah's public libraries.

Outcomes or Outputs: USL keeps statistics on database usage. To measure outcomes, USL will develop a survey tool to query the end-user about their experience using the statewide databases.

1.2.2 Project 2 – Access to e-resources/Online Library Platform (State, LSTA)

Summary: The purpose of this project is to provide downloadable eBooks and audiobooks to all Utah residents through access to Utah's Online Library. OverDrive and OneClickdigital are the current vendors selected to provide this service. USL provides access to Utah residents through their local public libraries to e-materials through its contracts with OverDrive and OneClickdigital. USL staff selects audiobooks, eBooks, streaming video, and magazines to add to the collection in response to and in anticipation of patrons' needs. Collection development policy is set by the USL Board.

Audience: All Utah residents. Contract licenses for OverDrive exclude Salt Lake City, Salt Lake County, Murray City, and Davis County, who each have their own platform. OneClickdigital provides a core statewide collection, and individual libraries can enhance their collections at the local level with either vendor.

Process: USL will continue to select materials to add to its digital collections and strategize best methods for how to keep up with demand for this popular service. USL is exploring opportunities for a statewide virtual library card to provide access to online resources for citizens who do not have a local public library.

Timeline: USL will continue to maintain and support statewide digital platforms. Over the next three years, USL will examine its current contracts, explore alternative pricing structures, and make recommendations for a new shared pricing structure with public libraries in Utah.

Outcomes or Outputs: USL will continue to maintain usage statistics on circulation of digital materials. It will also use feedback from customer support to gauge the success and future changes to the project.

1.2.3 Project 3 – Utah Government Digital Library (State)

Summary: The Utah State Library has had a statutory duty since 2006 to provide online permanent public access to state publications (Utah Code Ann. Sec. 9-7-208). It extends from one of the State Library's core statutory missions since its creation in 1957 of collecting and providing access to state publications. Access to reliable and authoritative government data and Utah law such as session laws, statutes, rules, judicial opinions, and executive orders is an important service of the library. Content can be accessed from the UGDL portal (digitallibrary.utah.gov), by using search engines, or by searching the Mountain West Digital Library (mwdl.org) or the Digital Public Library of America (dp.la), both of which harvest and provide alternative access to UGDL publications.

Audience: All residents of Utah.

Process: Free access to all publications in the digital library is provided through an online digital repository system that allows all users to search the complete text and metadata to find what they need. Publications of interest can be downloaded, sent by email along with the descriptive cataloging metadata, and shared by social media.

Timeline: On-going project.

FY18: A planned Request for Purchase (RFP) process in FY18 will result in the acquisition of a repository system with an enhanced user interface and services for users.

FY19: The new hosted repository will expand to include more types of materials than the State Library managed collections of government documents. The system will support unlimited collections, allowing small public libraries and cultural heritage institutions to manage their own local digital collections.

Outcomes: The ease of discovery of information will improve as measured by user satisfaction surveys.

Outputs: Records added, unique visitors, and events (downloads and video plays).

1.2.4 Project 4 –Access to State Collections (State)

Summary: This set of activities includes the Utah State Library catalog, Book Buzz (fiction and nonfiction book sets for book clubs and book groups), special collections, and interlibrary loan.

Audience: Libraries throughout Utah, through interlibrary loan. Residents of Utah in areas served by the Bookmobile program access state-owned materials through their collections.

Process: USL maintains a collection of materials to fulfill interlibrary loan requests that supplement local library collection. Book Buzz book kits are available for libraries and book groups to check out. USL will explore opportunities for seamless federated searching of its physical collection and online resources available through Utah's Online Library. USL will also explore opportunities to establish reciprocal borrowing between libraries in Utah, possibly working towards a statewide reciprocal borrowing model or a

statewide library card.

Timeline: USL continually adds to its physical collection in order to maintain a collection that meets the needs of its constituents.

Outcomes or Outputs: Outputs are measured through circulation of interlibrary loan materials and Book Buzz sets. Surveys of libraries to determine satisfaction with resources provided will be conducted.

GOAL 2: INSTITUTIONAL CAPACITY

All residents of Utah will have access to libraries and library services that are technologically advanced, efficiently operated and staffed by knowledgeable, helpful workers who employ the best professional practices.

GOAL 2 OBJECTIVE 1 (2.1): To improve the library workforce

2.1.1 Project 1 – Staff development (State, LSTA)

Summary: Staff development training will support the needs of Utah librarians from everyday tasks to new innovations. The trainings will be held online and in-person across the state. Delivery methods include workshops, on-demand webinars, UPLIFT classes, Library Skill Resources, Lynda.com, and Everyone On Digital Literacy Program.

Audience: Library staff in Utah’s libraries

Process: The UPLIFT (Utah Public Library Institute for Training) training curriculum will be reviewed and updated to ensure that it best meets the needs of Utah librarians. USL will conduct a needs assessment of other training needs. Online webinars will continue to be offered, along with in-person training opportunities. Training will be responsive to demand.

Timeline: Review of the UPLIFT program will begin in FY18, with a new curriculum introduced by FY19. A needs assessment will be conducted in FY18.

Outcomes or Outputs: Library staff will stay abreast of new innovations and relevant areas of librarianship. All attendees at state-provided training will complete an evaluation, providing feedback on the value of the course and recommending future topics for training.

2.1.2 Project 2 – Leadership training (State, LSTA)

Summary: A leadership institute will be created and implemented to hone librarians’ skill sets when it comes to leadership and management. This institute will replace the program previously supported through ILEAD USA. The Institute will last approximately one year, and courses will be held online and at the Utah State Library. USL will seek partnerships with other organizations to support the program.

Audience: Library staff across the state.

Process: Training resources include local and national data and expertise. Participants in the Leadership Institute will be selected through a competitive application process.

Timeline: USL will develop the new Leadership Institute curriculum and open applications for the first cohort in FY18. Assessment, economic effectiveness, partner assessments, and other evaluations factors will determine if this program is repeated.

Outcomes or Outputs: Leadership Institute participants will grow their leadership and management skills. Librarians who complete the Institute will be encouraged to assume leadership roles within their organizations, serve on statewide committees, or volunteer to work with the Utah Library Association.

2.1.3 Project 3 – Youth Services (State, LSTA)

Summary: Keeping abreast of new technology, programming and services for youth enhances the ability of youth services librarians to serve their patrons.

Audience: Library staff working with children from birth to age 18

Process: Provide training and resources to library staff working with children and teens in order to increase their knowledge of youth services and to assist them in the field of work. Other projects include Teen Lit Mini-grants and exploring the addition of mobile makerspaces and STEAM programming materials.

Timeline: Develop a youth services training plan of action

- By FY18, will assess current youth services training opportunities
- By FY19, will provide a Teen Lit Mini-grant
- By FY19, will investigate best practices in regards to mobile makerspaces and the sharing of STEAM programming materials
- By FY20, will provide updated Youth Services training opportunities
- By FY20, will develop action plan for the sharing of mobile makerspaces and STEAM programming materials project
- By FY21, will implement project
- By FY22, will assess project

Outcomes: Increase of Youth services librarians' knowledge, increase in ability to assist patrons more effectively, increase in confidence in working with teens and technology

Outputs: # of program attendance, circulation.

GOAL 2 OBJECTIVE 2 (2.2): To improve the library's physical and technological infrastructure

2.2.1 Project 1 – Directed Technology sub-grants (LSTA)

Summary: Directed funding and resources to libraries through grants and device lending; this activity will target small/rural libraries with a population below a threshold and incorporate device lending as well as provision of STEAM kits through interlibrary loan or mail system.

Audience: target small/rural libraries with a population below a threshold and incorporate device lending as well as provision of STEAM kits.

Process: Interlibrary loan and targeted grant round

Timeline: FY 2018 - 2020

Outcomes or Outputs: Utah libraries that serve populations 30,000 or smaller will own or have access to technology equipment enhancing the digital literacy outcomes of their patrons.

GOAL 2 OBJECTIVE 3 (2.3): To improve library operations

2.3.1 Project 1 - Certification/Re-certification of public libraries (State)

Summary: USL maintains a certification process for Utah public libraries. Certification includes standards and benchmarks. USL will convene a representative committee of public library directors to review the standards and recommend changes on a bi-annual basis. USL consultants will work with emerging libraries and guide them through the certification process. Based on current standards, consultants will conduct the annual re-certification process for public libraries. Receiving state-funded CLEF monies is dependent upon successful recertification.

Audience: certified and emerging public libraries in Utah

Process: Annual certification process; bi-annual review of standards; a minimum 3-year process for emerging libraries to become certified

Timeline: Ongoing

Outcomes or Outputs: Number of certified public libraries in Utah.

2.3.2 Project 2 - Manage the Community Library Enhancement Fund (CLEF) Program (State)

Summary: The Community Library Enhancement Funds (CLEF) Program is administered by the USL and is an allocation to certified public libraries based on a specific formula and distributed annually. CLEF may be spent to enhance library services specifically in collection development, technology, and outreach.

Audience: Certified Public Libraries in Utah

Process: Fund allocation is determined by a three-part formula, including service population area, median household income, and local support for the library. Libraries must meet certification standards to receive an allocation.

Timeline: Public Libraries complete the certification process in the spring, and CLEF monies are distributed in late spring. Libraries complete a report in the fall. USL will examine the process and work towards a fall allocation. USL will revise the current report to better capture output information.

Outcomes or Outputs: Libraries who receive CLEF are required to report how much money they spent, where they spent it, and the impact it had on their community.

2.3.3 Project 3 –Program for the Blind and Disabled (State, Other States, National Library Service/Library of Congress, LSTA)

Summary: The purpose of the Program for the Blind and Disabled project is to provide individuals that are unable to use regular print with comparable materials in an accessible format. The Blind Program has used LSTA to support operations and improve user’s access to information. Operation support includes staff salaries, braille and audio book production, implementation of new technology, large print books, and Newline audio magazine and newspaper resource.

Audience: Patrons of the Blind and Disabled Library Program

Process: USL will continue to support Blind and Disabled Program operations with funding staff salaries to maintain quality services, producing alternative, accessible materials that provide access to information, and subscribing patrons to Newline for audio and electronic access to newspapers and magazines. The Blind Program will examine new technology as it is available to determine implementation feasibility with the existing infrastructure, and whether efficiencies in operations can be increased.

Timeline: The Blind Program is an ongoing operation, with a significant impact to the population that receives services. Within the next three years, the Program anticipates a shift toward more personalized service, with the duplication of audio books based on individual patron preferences. A new playback machine is being developed nationally deliver audio books to patrons. The Blind Program will embrace new technology and implement it into processes and operations.

Outcomes: Patrons are surveyed biennially to measure satisfaction with services.

Outputs: Program outputs include the number of patrons, the number of books circulated, number of books recorded and pages brailled, and the number of subscribers to Newline.

2.3.4 Project 4 – Bookmobile trucks and Headquarters Libraries (County, State, LSTA)

Summary: Bookmobile Trucks and Headquarters across the state will be accessible for patrons of all ages; the locations will be efficiently operated; and staffed by knowledgeable, helpful workers who are able to provide professional service in a clean and safe environment. Maintenance and updating will be performed on an as-needed basis. Whether purchasing display units, rugs for kids to sit on for story time or browsing, keeping the generators in good repair, or making sure the Bookmobile doors are easy to open, we will focus on ensuring patrons of all ages can get inside the trucks or the Headquarters Libraries, that they can stay as long as they want, and comfortably and safely access the materials offered.

Audience: Bookmobile patrons of all ages.

Process: We will order the appropriate supplies and accessories for each location so that the space will remain safe, inviting, and comfortable.

Timeline: The Bookmobiles and Headquarters Libraries are continually updating and evaluating the space, its safety, and whether or not it is inviting. We also evaluate our services and look for opportunities for improvements that will benefit the patrons. We will make appropriate additions, updates, changes, and perform needed maintenance in an ongoing manner throughout the LSTA cycle.

Outcomes or Outputs: Patrons will be able to access the information, reading materials, DVDs, and listening materials they want in a safe and inviting atmosphere where staff are readily available to assist using the best tools and equipment to enter the locations, access items, and sit comfortably.

2.3.5 Project 5 - Strategic marketing to promote awareness of programs (State)

Summary: This activity will aim at promoting the Utah State Library to increase awareness of its programs and resources among libraries, legislators, and the general public. Through a planned set of activities USL will promote library values and develop strategic community engagement.

Audience: Libraries, legislators, and the general public

Process: Activities will include systematic engagement of social media, print and traditional marketing, outreach events for bookmobiles and other programs, and distribution of materials that promote literacy and access to information.

Timeline: Ongoing

Outcomes or Outputs: Number of materials produced. Survey will be conducted to gauge general public as well as other Utah libraries' knowledge and perception of USL library services.

GOAL 3: LIFELONG LEARNING

All residents of Utah will have access to library resources that promote literacy, education, and lifelong learning and enhance workforce development, 21st century skills, and digital literacy.

GOAL 3 OBJECTIVE 1 (3.1): To improve users' general knowledge and skills

3.1.1 Project 1 - Community Engagement through Digital Literacy (State, LSTA)

Summary: In partnership with community libraries and other organizations, USL will manage the integration of Digital Literacy, Digital Citizenship, and Digital Inclusion into the Utah library community. The Utah State Library will provide training and consulting to support this program, grants, as well as needed infrastructure (equipment such as laptops and hotspots). Activities will include webinars and in person training,

conversations with consultants, volunteer visits to rural locations, and technology grants. Other literacies may be addressed as well as additional activities or as new projects under this goal. Training and equipment to support patrons' ability to use technology in rural communities will be funded.

Audience: Rural libraries

Process: USL staff will serve on a Digital Inclusion committee composed of strategic community partners who will assess, evaluate, and develop the best methods to provide training and resources to communities across the state. In-person and webinar trainings will be conducted. Grant opportunities for equipment and programs at individual libraries will be administered.

Timeline: Ongoing

Outputs: Number of training opportunities, number of participants, amount of equipment used at libraries.

3.1.2 Project 2 - Utah Kids Ready to Read (LSTA)

Summary: Utah Kids Ready to Read is a research-based parent education initiative that encourages parents and caregivers to nurture their children's early literacy skills. It is modeled after ALA's Every Child Ready to Read initiative which teaches parents and caregivers to talk, sing, read, write, and play with their children. Parents are children's first and best teachers, and libraries are the perfect place to provide parents with materials and resources to support parents' early literacy efforts.

Audience: Public and school librarians and caregivers of young children from birth to age 5.

Process: The State Library supports public and school libraries and childcare and health centers by distributing tangibles such as LSTA-funded star bookmarks (available in five languages) that highlight the five practices and a nursery rhyme booklet. In addition, the State Library supports libraries and caregivers through a website and training opportunities.

Timeline: Make nursery rhyme booklet available in more languages

- By FY18, will edit and print nursery rhyme booklet in Spanish

Provide up-to-date information and new research

- By FY18, will update Utah Kids Ready to Read website

Provide best practices for using Utah Kids Ready to Read in story times

- By FY19, will provide statewide training

Develop action plan for future needs

- By FY20, will make assessment of current practices
- By FY21, will develop recommendations for future needs

Outcomes: Library staff will learn how to incorporate the five practices into story time and to increase their knowledge about the importance of the early literacy practices in a child's life. Library staff will be able to confidently relate this information to parents and caregivers alike. Public libraries will be perceived as a go-to place for expert advice and resources on early literacy.

3.1.3 Project 3 - 1,000 Books before Kindergarten (LSTA)

Summary: According to the American Academy of Pediatrics, “reading aloud with young children is one of the most effective ways to expose them to enriched language and to encourage specific early literacy skills needed to promote school readiness.” Many small and rural libraries lack funding to provide early literacy programs like this one. 1,000 Books before Kindergarten is a self-paced early literacy initiative in public libraries that encourages parents visit the public library on a regular basis, check out books and to read aloud to their preschool children. It provides a fun way for parents and caregivers to read aloud to their preschoolers and to promote early literacy skills.

Audience: Small and rural public libraries serving parents and caregivers of young children from birth to age 5.

Process: Parents and caregivers receive a reading log or journal to keep track of the titles that are read aloud to their children. Rewards are given when a parent/caregivers read a certain amount of books, i.e., a free book and book bags are often given out at the beginning. The State Library will support small and rural public libraries by providing a reading log or journal and other materials to initiate and sustain the project. Each library determines how it will celebrate completion of the log or journal (reading aloud of 1,000 books).

Timeline: Determine plan of action

- By FY18, will identify best practices
- By FY18, will identify small and rural libraries
- By FY19, will provide materials, training and develop evaluation tools for implementation

Outcomes: Public libraries will be perceived as a go-to place for expert advice and resources on early literacy. Outcomes will also be based on evaluations given to parents/caregivers.

Outputs: Number of participants, increased circulation

3.1.4 Project 4 - Summer Reading (LSTA)

Summary: The summer reading program plays an important role in stopping the summer learning slide and fosters the love of reading by encouraging reading for pleasure.

Libraries across Utah provide summer reading programs for children and adults. They participate by keeping track of their reading and other literacy activities, with some sort of reading log.

Audience: Public libraries serving youth from birth onward.

Process: Utah State Library provides workshops, manuals and materials based on the Collaborative Summer Library Program (CSLP) to librarians statewide. CSLP is a consortium of states working together to provide high-quality summer reading program materials for children, teens, and adults at the lowest cost possible for their public libraries.

Timeline: Provide resources and disseminate information

- By FY18, will convene meetings with Summer Reading Advisory committee
- By FY19, will investigate resources for online summer reading participation
- By FY20, will create a performers' database

Foster partnerships

- By FY19, will add one new summer reading partner

Outcomes: 80 percent of library staff will agree that they increase their knowledge from summer reading training. 75 percent of parents will agree that the summer reading program impacts their child's reading.

Outputs: Number of participants

GOAL 4: CIVIC ENGAGEMENT

All residents of Utah will expand their involvement in community life as a result of participation in community-based programs sponsored/ conducted by the library.

GOAL 4 OBJECTIVE 1 (4.1): To improve citizens' ability to participate in their communities

4.1.1 Project 1 - Public Libraries as Community Kitchens (LSTA)

Summary: The Utah State Library Division will provide sub-grants to support (a) book discussions, moderated panel presentations, and interactive lectures that focus on bringing people together to discuss topics of common interest and (b) innovative projects that focus on bringing people together to analyze problems and create solutions. Utah residents need safe and neutral spaces to meet and discuss issues and create content in the academic, public, school and tribal libraries they have.

Audience: Utah residents (primarily adults and teens).

Process:

- State Library staff will complete a Project Logic Form.
- The State Library will issue a call for Project Proposals.
- A review team will evaluate proposals and make recommendations for funding.

Timeline:

- September 2017: Call for Project Proposals (Application period Sep-Oct)
- November 2017: Sub-grant awards
- November 2017 – September 2018: Project Activities
- October 2018: Project Evaluations

Outcomes or Outputs:

- Desired Results - Outputs
 - Participating Libraries – The total number of libraries (per type, i.e. academic, public, school, and tribal) that participated in the project.
 - Programs, Events & Activities – The total number of opportunities

(programs, events, or activities) people have to meet with others and discuss common interests.

- People Served – The total number of people attending programs, events, or activities where they meet others and discuss common interests.
- Grant Amount – Amount of federal LSTA funds spent on the project.
- Local Match – Amount of local funds spent on the project.
- Desired Results – Outcomes
 - To increase the comfort level (change in behavior) of Utah residents when discussing topics of popular interest in public.
 - To increase the knowledge, skills and abilities of Utah residents to work in a group to analyze problems and create solutions.

4.1.2 Project 2 - Libraries Welcoming New Americans in Utah (LSTA)

Summary: In collaboration with USCIS and First Book, the Utah State Library Division will provide sub-grants to support (a) the creation of “Citizenship Corners,” (b) the creation of “Welcoming America Reading Corners” and (c) the planning and implementation of ESOL classes (English for Speakers of Other Languages) and citizenship classes in their communities. Utah is home for many individuals and families born outside of the United States and for whom English is not their native language. Many of these individuals and families need local access to reliable information and competent services to answer their questions related to citizenship and immigration.

Audience: Utah residents born outside of the United States and Utah residents for whom English is not their native language (adults, teens, and children).

Process:

- State Library staff will complete a Project Logic Form.
- The State Library will issue a call for Project Proposals.
- A review team will evaluate proposals and make recommendations for funding.

Timeline:

- July 2017: Call for Project Proposals (Application period Sep-Oct)
- September 2017: Sub-grant awards
- September 2017 – May 2018: Project Activities
- June 2018: Project Evaluations

Outcomes or Outputs:

- Desired Results - Outputs
 - Participating Libraries – The total number of libraries (per type, i.e. academic, public, school, and tribal) that participated in the project.
 - Citizenship Corners – The total number of “Citizenship Corners” established during the project.
 - Citizenship Classes – The total number of “Citizenship Classes” conducted during the project.
 - People Served in Citizenship Classes – The total number of individuals attending citizenship classes.

- Welcoming America Reading Corners – The total number of “Welcoming America Reading Corners” established during the project.
 - Welcoming America Reading Corners – The total number of items borrowed from the collections in “Welcoming America Reading Corners.”
 - ESOL Classes – The total number of ESOL classes conducted during the project.
 - People Served in ESOL Classes – The total number of individuals attending ESOL classes.
 - Grant Amount – Amount of federal LSTA funds spent in the project.
 - Local Match – Amount of local funds spent in the project.
- Desired Results – Outcomes
 - To increase the knowledge of Utah residents born outside of this country about U.S. citizenship and immigration issues.
 - Utah children will feel valued and validated (attitude) when they see their own experiences reflected on the pages of books, and they will develop curiosity and empathy (attitude) when they read about experiences different from their own.
 - To increase the English language proficiency (skills) of Utah residents for whom English is not their native language.

4.1.3 Project 3 - Libraries Celebrate the Diversity of Utah Residents (LSTA)

Summary: USL provides mini-grants to encourage/assist libraries in creating opportunities to honor and highlight the contributions of Utah's diverse community. The Utah State Library Division will provide sub-grants to support the transformational services of libraries who engage in special efforts to honor the vast cultural and linguistic diversity of Utah residents. Utah families come from diverse backgrounds and need opportunities to learn together in ways that honor and embrace the family's home culture and language.

Audience: Utah families (adults, teens, and children).

Process:

- State Library staff will complete a Project Logic Form.
- The State Library will issue a call for Project Proposals.
- A review team will evaluate proposals and make recommendations for funding.

Timeline:

- July 2017: Call for Project Proposals (Application period Sep-Oct)
- September 2017: Sub-grant awards
- September 2017 – May 2018: Project Activities
- June 2018: Project Evaluations

Outcomes or Outputs:

- Desired Results – Outputs

- Participating Libraries – The total number of libraries (per type, i.e. academic, public, school, and tribal) that participated in the project.
- Partnerships – The total number of strategic collaborative partnerships established for the project.
- Programs, Events & Activities – The total number of programs, events, or activities held.
- People Served – The total number of people who attended the activities and events.
- Grant Amount – Amount of federal LSTA funds spent in the project.
- Local Match – Amount of local funds spent in the project.
- Desired Results – Outcomes
- To increase the knowledge of children, parents, extended family, and caregivers about the culture, heritage, and language diversity of Utah families.
- To increase the knowledge of children, parents, extended family, and caregivers about the role of culture, heritage, and language as powerful tools for strengthening families and communities.
- To increase the opportunities for children, parents, extended family, and caregivers to learn together in ways that honor and embrace the family’s home culture and language.
- To increase the skills of librarians to establish collaborative partnerships with schools, libraries, businesses, governmental agencies, or community organizations to provide culturally competent and linguistically appropriate services.

CROSSWALK WITH MEASURING SUCCESS FOCAL AREAS AND INTENTS

See APPENDIX A for a crosswalk with the IMLS Measuring Success focal areas and intents.

EVALUATION PLAN

See APPENDIX B for a strategy map framework for the USL projects which serves as a logic model for the evaluation process. The agency will deploy a mixed methods approach in its evaluation work including both process and product oriented evaluation approaches. See APPENDIX C for a set of indicative and representative metrics for each goal area. Project specific outcomes will also be captured as defined in the plan through the annual State Program Report (SPR). The USL sub-grants offer a rich source of outcomes achieved and additional logic models for sub-grant topical areas will articulate specific areas of targeted investment as needed during the 2018-2022 planning period. The strategy map and its associated metrics will be reviewed quarterly. An annual strategy refresh will take place and engage external stakeholders in documenting progress towards the plan and ensuring that efficiencies are achieved; planning is

refined further and meets evolving needs.

STAKEHOLDER INVOLVEMENT

Primary stakeholder involvement in the ***Library Services and Technology Act Five-Year LSTA Plan for 2018 – 2022*** has shaped efforts to renew the strategy of the USL in the recent past. Also, stakeholder involvement was achieved through the extensive evaluation process that took place over a six month period culminating with the submission of the LSTA Evaluation 2013-2017. Part of the data gathering was forward looking asking stakeholders about future needs USL should plan for in future years. A web-based survey was available to the library community from December 5, 2016, through January 19, 2017 collecting useful feedback. Additional input was received through a series of telephone interviews with a sample of key stakeholders identified by the USL. These interviews were conducted from January 18 through February 9 of 2017.

The USL staff worked through a collaborative facilitated process to refine the mission, goals and projects presented here. A retreat of the staff took place on April 20, 2017. The ***Library Services and Technology Act Five-Year LSTA Plan for 2018 – 2022*** goals were subsequently refined by staff. The plan was approved by the USL Library Board on June 6, 2017.

COMMUNICATION AND PUBLIC AVAILABILITY

A summary of the 2018 – 2022 LSTA Plan will be presented through a webcast to the libraries in Utah. The USL will keep the library community “in the loop” regarding progress toward the Plan’s goals. Print copies of the full Plan will be available upon request and the Plan will be available online through the USL website. The USL Library Board will receive periodic updates on LSTA-funded activities at their regularly scheduled meetings.

MONITORING

Utah’s implementation of its ***Library Services and Technology Act Five-Year LSTA Plan for 2018 – 2022*** will be monitored on a continuous basis to ensure compliance with all applicable performance and reporting requirements including, but not limited to requirements for completion of State Program Reports and a five-year evaluation.

Procedures are 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

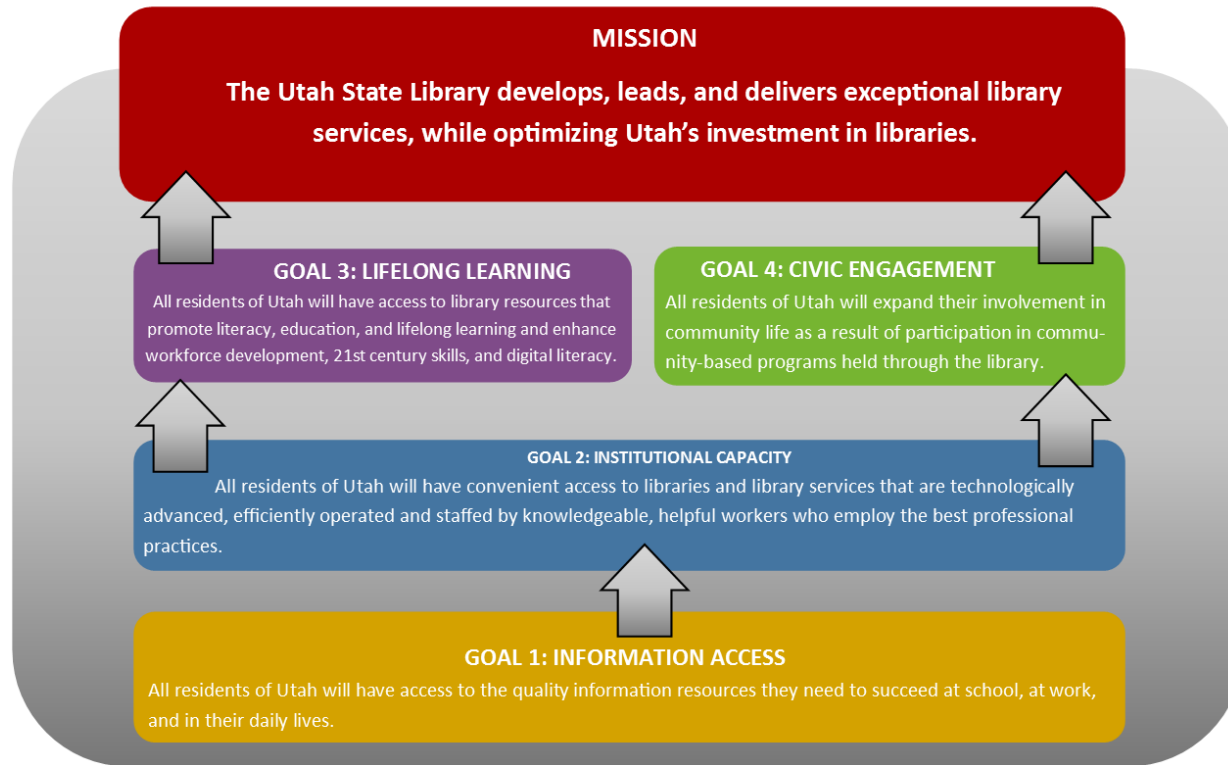
- 2 CFR 200.330 – Sub-recipient and Contractor Determination
- 2 CFR 200.331 – Requirements for Pass-Through Entities
- 2 CFR 200.332 – Fixed Amount Sub-awards

APPENDIX A: CROSSWALK WITH MEASURING SUCCESS FOCAL AREAS AND INTENTS

IMLS MEASURING SUCCESS FOCAL AREAS AND INTENTS	USL GOALS AND OBJECTIVES MAPPED
LIFELONG LEARNING	GOAL 3: LIFELONG LEARNING
Improve users' formal education	
Improve users' general knowledge and skills	3.1. To improve users' general knowledge and skills
INFORMATION ACCESS	GOAL 1: INFORMATION ACCESS
Improve users' ability to discover information resources	1.1. To improve users' access to information resources to meet their unique and diverse needs
Improve users' ability to obtain and/or use information resources	1.2. To improve users' ability to access and use information resources to be successful
INSTITUTIONAL CAPACITY	GOAL 2: INSTITUTIONAL CAPACITY
Improve the library workforce	2.1. To improve the library workforce
Improve the library's physical and technological infrastructure	2.2. To improve the library's physical and technological infrastructure
Improve library operations	2.3. To 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 SERVICES	
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 and wellness	
Improve users' ability to apply information that furthers their parenting and family skills	
CIVIC ENGAGEMENT	GOAL 4: CIVIC ENGAGEMENT
Improve users' ability to participate in their community	4.1. To improve users' ability to participate in their communities
Improve users' ability to participate in community conversations around topics of concern	

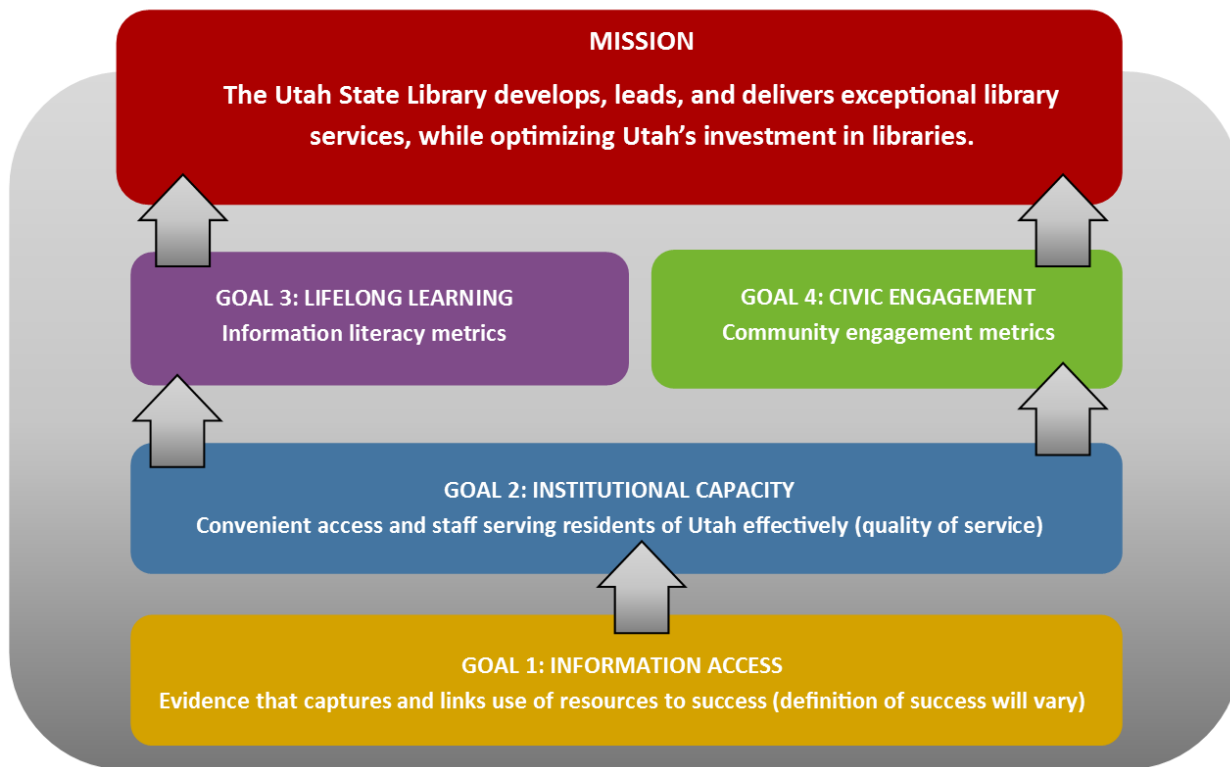
APPENDIX B: STRATEGY MAP

Utah State Library Strategy Map



APPENDIX C: STRATEGY METRICS

Utah State Library Strategy Metrics



APPENDIX D: CHARACTERISTICS OF THE POPULATION – UTAH’S URBAN/RURAL AND UNITED STATES (2015 ESTIMATES)

Characteristics	Utah			U.S.
	Total	Urban Areas	Rural	
Population				
Total	2,995,919	2,705,389	290,530	321,418,821
Percent of Population	-	90.3%	9.7%	-
Race & Ethnicity	Total	Urban Areas	Rural	U.S.
White	87.2%	86.8%	90.9%	73.1%
Black or African-American	1.2%	1.2%	0.6%	12.7%
Asian	2.3%	2.5%	0.8%	5.4%
Other	6.5%	7.0%	7.7%	5.2%
Two or more races	2.9%	3.0%	2.2%	3.1%
Hispanic (any race)	13.7%	14.5%	6.1%	17.6%
Age	Total	Urban Areas	Rural	U.S.
Median Age (years)	30.6	30.3	34.8	37.8
Under 5	8.3%	8.4%	8.1%	6.2%
Under 18	30.4%	30.4%	30.7%	22.9%
65 and Over	10.3%	9.9%	14.0%	14.9%
Educational Attainment & Enrollment	Total	Urban Areas	Rural	U.S.
High School Graduate or Higher	91.5%	91.5%	91.8%	87.1%
Bachelor’s Degree or Higher	31.8%	32.6%	25.4%	30.6%
Adults Enrolled in College/Graduate School	10.6%	11.0%	6.3%	8.7%
Language Spoken at Home	Total	Urban Areas	Rural	U.S.
Other than English	14.8%	15.5%	9.1%	21.5%
Speaks English less than “very well”	4.8%	5.1%	2.6%	8.6%
Speaks Spanish	10.2%	10.8%	4.4%	13.3%
Social & Economic	Total	Urban Areas	Rural	U.S.
Persons with a Disability	9.9%	9.7%	11.3%	12.6%
Median Household Income	\$62,912	\$62,981	\$62,416	\$55,755
Persons Below Poverty Level	11.3%	11.4%	9.8%	14.7%
Under 18 in Poverty	12.9%	13.1%	10.9%	20.7%
Unemployment Rate	4.0%	3.9%	4.2%	6.3%

Source: American Community Survey 2015 Estimates.

APPENDIX E: Characteristics of the Population in 2010 – Utah’s Urban/Rural and United States

Characteristics	Utah			U.S.
	Total	Urban Areas	Rural	
Population				
Total	2,776,469	2,244,233	532,236	309,349,689
Percent of Population		80.83%	19.17%	-
Race & Ethnicity	Total	Urban Areas	Rural	U.S.
White	88.8%	88.1%	91.9%	74.2%
Black or African-American	1.0%	1.2%	N	12.6%
Asian	1.9%	2.1%	0.9%	4.8%
Other	5.8%	6.1%	4.8%	5.8%
Two or more races	2.4%	2.5%	1.7%	2.7%
Hispanic (any race)	13.0%	14.2%	7.9%	16.4%
Age	Total	Urban Areas	Rural	U.S.
Median Age (years)	29.2	29.2	29.6	37.2
Under 5	9.5%	9.1%	11.3%	6.5%
Under 18	31.5%	30.5%	35.8%	24.0%
65 and Over	9.0%	9.0%	9.1%	13.1%
Educational Attainment & Enrollment	Total	Urban Areas	Rural	U.S.
High School Graduate	90.6%	90.2%	92.4%	85.6%
Bachelor’s Degree or Higher	29.3%	29.4%	29.3%	28.2%
Adults Enrolled in College/Graduate School	13.2%	14.4%	7.5%	9.9%
Language Spoken at Home	Total	Urban Areas	Rural	U.S.
Other than English	14.2%	15.3%	9.7%	20.6%
Speaks English less than “very well”	5.4%	6.0%	3.0%	8.7%
Speaks Spanish or Spanish Creole	9.5%	10.4%	5.7%	12.8%
Social & Economic	Total	Urban Areas	Rural	U.S.

Characteristics	Utah			U.S.
	Total	Urban Areas	Rural	
Population				
Persons with a Disability	8.5%	8.5%	8.6%	11.9%
Median Household Income	\$54,744	\$53,649	\$59,229	\$50,046
Persons Below Poverty Level	13.2%	13.9%	10.0%	15.3%
Under 18 in Poverty	15.7%	16.4%	13.2%	21.6%
Unemployment Rate	9.3%	9.7%	7.7%	10.8%

Source: American Community Survey 2010 Estimates.

N = Not computed due to sample size.

APPENDICES -- ASSURANCES

The following assurances are attached in the Appendices section:

- Program Assurances for 2018 Grant Award (Includes Compliance with Internet Safety; Trafficking in Persons; Nondiscrimination; Debarment and Suspension; Drug-Free Workplace; Federal Debt Status; and Lobbying Requirements)
- Assurances of Non-Construction Programs
- State Legal Officer's Certification of Authorized Certifying Official
- Internet Safety Certification for Applicant Public Libraries, Public Elementary and Secondary School Libraries, and Consortia with Public and School Public School Libraries.