

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

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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 so-called “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). Following are purposes of LSTA and the priorities¹ of the Grants to States program.

Purposes of LSTA (20 U.S.C. § 9121)

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

¹ <https://www.ims.gov/grants/grants-state/purposes-and-priorities-lsta>

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

Grants to States (20 U.S.C. § 9141) Priorities

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

The following document presents the Utah State Library's' (USL) FFY 2023-2027 LSTA Plan for fulfilling the requirements of the LSTA Grants to States program. It summarizes the needs of Utah's libraries as well as the library and information needs of Beehive State 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 USL'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.

VISION & MISSION STATEMENTS

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 inform its decision-making.

Respect for Our Citizens and Stewardship

Utah State Library (USL) staff respects the people of Utah and recognizes that they are the reason the State Library exists. Every Utahn has the capacity to enrich their own lives and to contribute to the betterment of their community. USL staff puts the interest of the public first, mindful of the funds that Utahns have invested in libraries and library services.

Education and Lifelong Learning

Literacy is the gateway to knowledge and a pathway to success. 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 for library workers, sharing statewide online and digital resources, updating technologies, including accessible materials for patrons, identifying and sharing best professional practices and success stories, meeting the informational needs of rural communities, and offering technical assistance.

Collaboration & Civic Engagement

Libraries and communities can accomplish more by working together than they can by working alone. Therefore, USL seeks to strengthen existing partnerships and to identify new opportunities to collaborate on projects and services that enrich libraries and the communities they serve.

NEEDS ASSESSMENT

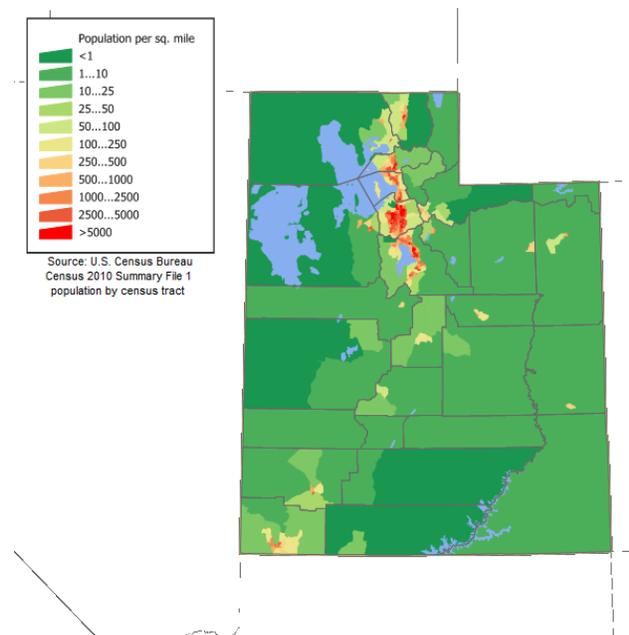
A variety of data sources were used to develop the needs assessment portion of this Plan. Sources of information include the 2020 U.S. Census, the Public Libraries Survey (PLS), 2021 America's Health Rankings, and the Utah government website (utah.gov).

General Demographic Characteristics

The 2020 United States (U.S.) Census reported that Utah ranked 30th among the states with a population of 3,337,975 as of April 1, 2020. Utah was the fastest growing state in the nation

between 2010 and 2020 growing at a rate of 18.4%. Wasatch County, which is located southeast of Salt Lake City saw the fastest percentage growth for the period increasing by an astounding 47.8% from a population of 23,530 to 34,788 people during the decade. Washington County, in the far southwest corner of the state bordering both Arizona and Nevada, had the second highest percentage increase in population, growing by 30.5% from 138,115 to 180,279 inhabitants.

With the exception of the recent boom in Washington County, the majority of the state's growth and by far the greatest concentration of population in the state is along the Wasatch Front in the north-central portion of Utah. This area, extending from Logan in the north near the Idaho border to Provo in the south, encompasses the Salt Lake City metro area. Almost eighty percent (79.7%) of all Utahns live in this portion of the state.



Utah is among the states in the lowest quartile in terms of diversity ranking 43rd overall. More than ninety percent (90.60%) of its inhabitants characterized themselves as “White Alone” in the 2020 Census. The percentage of Utah’s population identifying as Black or African-American was only 1.50%, which is only 11.2% of the national average of 13.40%. The percentage in the Asian Alone category stood at 2.70% at the time of the Census, about half of the U.S. average of 5.90%. The portion of the population indicating that they were American Indian or Alaska Native was just slightly under the U.S. norm at 1.30% compared to 1.60% nationally.

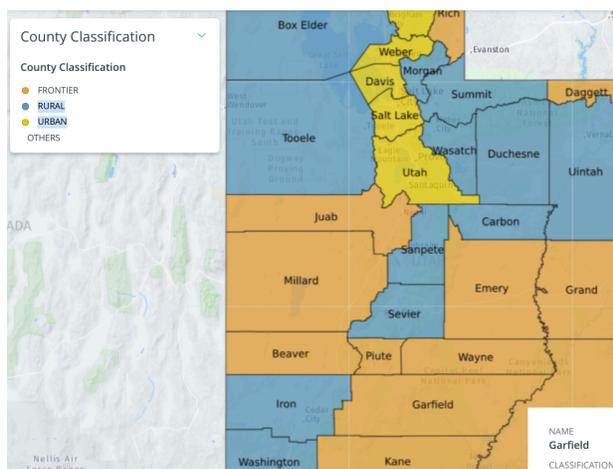
The percentage of the Utah population that identified themselves as Hispanic or Latino in the 2020 Census (14.40%) was somewhat lower than the U.S. mark of 18.50%. The percentage of the State’s population that was foreign-born (8.40%) was considerably lower than the U.S. figure of 13.50% and it is estimated that 15.30% of Utahns over the age of five reside in households where a language other than English is spoken. This compares to 21.5% nationally.

Perhaps Utah’s most striking demographic element is its median age. Utah is the youngest state in the United States with a median age of 31.1 years, more than seven years lower than the national mark. To put this in perspective, this means that more than half of the people you’d typically encounter in the Beehive state are under 31.1 years of age! In spite of its extraordinary youth, the typical Utah household has a higher than average income. The median household income in 2020 was reported to be \$74,197, 14.2% higher than the overall U.S. median. Furthermore, the percentage of Utah residents in poverty (7.40%) is considerably lower than the U.S. average of 11.40%. Both the computer ownership percentage (96.10%) and the

percentage of residents with subscriptions to broadband service (89.30%) exceed national percentages (91.90% and 85.20% respectively).

All of this said, it is extremely important to note that Utah is in some ways two or even three disparate states with different characteristics and economic vitality. Utah's counties are identified as falling into three different categories. As the accompanying map shows, they are considered to be urban, rural, or "frontier" in nature.

The following quotation from the U.S. department of Health and Human Services does a good job of placing Utah's population distribution in perspective.



“Utah is geographically the thirteenth largest state and is a largely rural and frontier state. Thirty-six percent of the State’s population resides in a single county, Salt Lake County, which comprises one percent of the State’s land mass. Utah has 5 urban, 12 rural, and 12 frontier counties. Utah’s 2018 average population density is 37.2 persons per square mile, compared to 93.8 persons per square mile nationally. Sixty-seven percent of Utah’s lands are under federal ownership, with 22% privately owned, 7% by the State and 4% by Utah’s tribes.”

By county, Salt Lake County, which is urban, has the largest Black (1.9%), Asian (4.2%), and Native Hawaiian and Other Pacific Islander (1.8%) populations. San Juan County, which is considered a "frontier" county, has the largest American Indian and Alaska Native populations (49.5%), which contribute to it having the highest total minority population (58.4%). Daggett County, which is also a "frontier" county has the highest concentration of White, non-Hispanic individuals (94%).

A sense of the disparities that exist can be seen by comparing Piute County, a "frontier" county with Summit County, a county that is classified as a rural county but includes a number of prosperous communities in relatively close proximity to Salt Lake City. Piute County's population at the time of the 2020 Census was recorded at 1,438 people. Piute County's population declined by 7.6% between 2010 and 2020. In the same period, Summit County's population grew from 36,324 to 42,357 (16.6%).

The median household income in Piute County was reported as being \$29,125 in 2020 dollars. Summit County's median household income was reported at \$106,973 in 2020 dollars. The percentage of persons in poverty in Piute County was 15.3%, considerably higher than the 11.4% national average compared to 4.5% in Summit County. Income disparities also result in different levels of access to information. Whereas the Census reported that 97.5% of Summit County households had a computer and that 93.8% of households had a broadband Internet subscription, only 77.6% of Piute County households had a computer and 69.0% had broadband service in their home.

All of this is to say that statewide averages often mask inequities and the realities faced by individuals depending on where they live.

Basic Demographics	Utah	United States
Population Estimate (July 1, 2021)	3,337,975	331,893,745
Percentage of Persons Under 5 Years of Age	7.70%	6.00%
Percentage of Persons Under 18 Years of Age	29.00%	22.30%
Percentage of Persons 65 Years of Age and Over	11.40%	16.50%
Median Age	31.10 Years	38.31 Years
White Alone Percentage	90.60%	76.30%
Black or African-American Alone Percentage	1.50%	13.40%
American Indian and Alaska Native Alone	1.30%	1.60%
Asian Alone Percentage	2.70%	5.90%
Two or More Races	2.60%	2.80%
Percentage Identifying as Hispanic or Latino	14.40%	18.50%
Percentage Foreign-Born Persons	8.40%	13.50%
Language Other than English Spoken at Home - Percentage of Persons % Over 5 Years of Age	15.30%	21.50%
Percentage of Persons 25+ High School Graduate or Higher (2016 - 2020)	93.00%	88.50%
Percentage of Persons 25+ Bachelor's Degree or Higher (2016 - 2020)	34.70%	32.90%
Percentage of Persons Under Age 65 with a Disability	7.00%	8.70%
Median Household Income (in 2020 dollars)	\$74,197	\$64,994
Percentage of Persons in Poverty	7.30%	11.40%
Percentage of Households with a Computer (2016 - 2020)	96.10%	91.90%
Percentage of Households with a Broadband Internet Subscription (2016 - 2020)	89.30%	85.20%

Library Metrics

Public library statistics as reported in the 2019 Public Libraries Survey (PLS) reveal an overall picture that is moderate compared to other states. On most measures, Utah public libraries rank close to the middle. Utah ranks 28th in total operating revenue per capita and 24th in collection expenditures per capita. Beehive State public libraries rank 23rd among the states in registered users as a percentage of the population.

It is a tribute to hard working library staff that it ranks higher on certain measures of library use. For example, Utah places 21st and above the national average on the number of visits per capita and an excellent 4th on total circulation per capita with 11.46 items per person.

Returning to the resource side of the equation, Utah public libraries rank a disappointing 43rd in the number of public Internet computers per 5,000 population with only 3.98 compared to a U.S. average of 4.73. Nevertheless, the computers that are provided are heavily used. Utah ranks 17th in public access computer user sessions per computer with 793.78 sessions per unit compared to a national average of 747.90.

Public library staffing statistics also reveal some areas of concern. Utah public libraries are not just short of computers. The state ranks 33rd in the number of full-time equivalent public library staff per 25,000 population. As of 2019, Utah had 10.86 public library staff members per 25,000 people compared to a national average of 11.37. Furthermore, a lower percentage of this library staff held a master's degree in library science from an American Library Association (ALA) accredited program. Fewer than one in five (18.94%) of full-time equivalent public library staff had an ALA master's degree compared to closer to one in four (23.64%) nationwide. In addition, only 42.86% of the public library jurisdictions in the state had at least one person holding an accredited master's degree. This is a bit lower than the national mark of 45.53%

Finally, a closer look at the statistics for individual libraries reveals that in some instances, the statistics may be misleading. As was presented in the demographic profile of the state, Utah counties are divided into urban, rural, and frontier categories. On many measures, libraries located in urban counties perform quite well, while most rural and frontier counties lag behind. The average statewide totals used for comparisons with other states often mask these disparities.

Public Libraries Survey (2019) Metrics	Utah Rank	Utah	United States
Total Library Operating Revenue	28	\$41.91	\$44.88
Collection Expenditures per Capita	24	\$4.73	\$4.51
Library Visits per Capita	21	4.79/capita	3.93/capita
Registered Users as a Percentage of Population	23	57%	55%
Total Circulation per Capita	4	11.46/capita	6.86/capita

Public Libraries Survey (2019) Metrics	Utah Rank	Utah	United States
Public Internet Computers per 5,000 Population	43	3.98/ 5,000 pop.	4.73/ 5,000 pop.
Public Access Computer User Sessions per Capita	36	0.63	0.71
Public Access Computer User Sessions per Computer	17	793.78	747.90
Total Programs Offered per 1,000 Population	34	16.45/ 1,000 pop.	18.65/ 1,000 pop.
Total Program Attendance per 1,000 Population	17	497.02/ 1,000 pop.	394.29/ 1,000 pop.
Total Paid Full-Time Equivalent Staff per 25,000 Population	33	10.86/ 25,000 pop.	11.37/ 25,000 pop.
Percentage of Paid Full-Time Equivalent Staff with ALA-Accredited Master's Degree		18.94%	23.64%
Percentage of Public Library Jurisdictions with ALA-Accredited Master's Personnel		42.86%	45.53%

Some Other Relevant Measures

Although most would agree that an overall prose literacy percentage of just over ninety percent (90.60%) and having only 40% of fourth graders and 38% of eighth graders at or above the proficiency level on the National Assessment of Educational Progress (NAEP) tests is not good enough, Utah does rank considerably above national marks. At 40% proficiency, Beehive State fourth graders outperform fourth graders nationally by 6%. Likewise, eighth graders in Utah are 6% higher in proficiency than the national average.

Utah performance is uneven on a number of measures of health and wellness, some of which are due to differences that exist between urban and frontier areas. The State ranks 49th among the states in access to primary health providers as reported in the United Health Foundation's 2021 America's Health Ratings. This is due in part to a dearth of adequate health care facilities and professionals in the sparsely populated portions of the state. Utah places 40th among the states in health care providers. One bright spot in the health rankings is that only 8.2% of Utah residents smoke tobacco products. The national rate is almost twice as high (15.5%).

Utah performs considerably better in terms of childhood immunizations (7th) and access to mental health services (14th). America's Health Rankings also presents some societal indicators that often affect health outcomes and that may also impact many other public services. Although Utah is above the national mark in the percentage of households that suffer from food insecurity (10.0% for Utah vs. 10.7% nationally), the percentage is concerning given the state's relative prosperity. Almost one in ten (9.7%) Utahns lack health insurance. This is slightly above the

national average of 9.2%. Some of these factors have a direct, negative, and often disproportionate impact on quality of life issues for children, persons of color, foreign-born populations, and individuals with disabilities. One final note of distinction for Utah from the economic and social factors reported in the health rankings is the fact the Beehive State ranks first in the nation in volunteerism with over half of the population ages 16 and over indicating that they actively give back to their communities by volunteering. The national rate is only 33.4%.

Selected Social Indicators	Utah	United States
4th Grade - Percentage at or Above National Assessment of Educational Progress (NAEP) Proficient Level	40%	34%
8th Grade - Percentage at or Above National Assessment of Educational Progress (NAEP) Proficient Level	38%	32%
Basic Prose Literacy Rate (Based on data from the National Center for Educational Statistics [NCES])	90.10%	88.00%
Access to Primary Care (America's Health Rankings)	49	
Dedicated Health Care Providers (America's Health Rankings)	40	
Smoking Percentage ages 18+ (America's Health Rankings)	1	
Childhood Immunizations (America's Health Rankings)	7	
Access to Mental Health Services (America's Health Rankings)	14	
Percentage of Population Uninsured (America's Health Rankings)	33	
Food Insecurity (America's Health Rankings)	21	
Volunteerism (America's Health Rankings)	1	

Summary of Needs

- There are significant disparities in the quality of library and information resources and services available to Utah residents depending on where they live.
- There are significant disparities in the availability of broadband Internet access available to Utah residents depending on where they live.
- Many Utah libraries have collections that are inadequate to fully meet the reading and information needs of their communities and benefit greatly from interlibrary loan and resource sharing with other libraries.

- Many Utah libraries are understaffed.
- Many Utah libraries are staffed by individuals who have had little or no formal library science training.
- Many Utah libraries lack adequate staff and resources to plan and provide programs for children, tweens, teens, and adults.
- The 2018-2022 LSTA evaluation found that more than 4,000 Utahns depend on the specialized resources of USL's Blind and Disabled Services to meet their reading needs.

GOALS

Summary of Goals

GOAL 1: ENSURE ACCESS TO QUALITY INFORMATION RESOURCES

Ensure access to the quality information resources Utahns need to succeed at school, at work, and in their daily lives.

GOAL 2: SUPPORT EXCELLENCE IN LIBRARY OPERATIONS AND SERVICES

Enhance the efficiency and effectiveness of the Utah State Library and all other libraries in the State to benefit all residents.

GOAL 3: PROMOTE AND SUPPORT LIFELONG LEARNING

Support programs and provide resources that promote literacy, education, and lifelong learning and that improve digital literacy and enhance 21st century skills and workforce development.

GOAL 4: STRENGTHEN COMMUNITY ENGAGEMENT AND BUILD THRIVING COMMUNITIES

Foster connection, collaboration and cooperation to help build strong, thriving communities.

The four goals in USL's 2023 - 2027 LSTA Plan align with all six of the IMLS Measuring Success Focal Areas. Goal 1 maps directly to the INFORMATION ACCESS focal area but, through the provision of online databases and other e-content, also serves to impact lives in ways that are envisioned under both the HUMAN SERVICES and ECONOMIC & EMPLOYMENT DEVELOPMENT focal areas. Goal 2 is aligned directly with the INSTITUTIONAL CAPACITY focal area. Goal 3 is linked to the intent of the LIFELONG LEARNING focal area. Finally, Goal 4 aligns with the CIVIC ENGAGEMENT focal area.

Prioritization of Goals

The ultimate goal of Utah's 2023 - 2027 LSTA Plan is embodied in Goals 3 and 4. Enhancing the lives of individuals by providing them with opportunities to fulfill their life objectives and by doing so strengthening the vitality of local communities is the overarching motivation behind USL's use of LSTA funds. However, the end results described in Goals 3 and 4 cannot be realized unless access to quality information resources provided through a strong network of libraries can be achieved. Therefore, the greatest investment of funds will be directed toward Goals 1 and 2.

GOAL 1: ENSURE ACCESS TO QUALITY INFORMATION RESOURCES

Ensure access to the quality information resources Utahns need to succeed at school, at work, and in their daily lives.

PRIMARY MEASURING SUCCESS FOCAL AREA: INFORMATION ACCESS

OTHER MEASURING SUCCESS FOCAL AREAS IMPACTED: ECONOMIC & EMPLOYMENT DEVELOPMENT AND HUMAN SERVICES

Objective 1.1 Improve users' access to information resources to meet unique needs across diverse audiences.

Project 1.1.1 Bookmobiles (County, State, & LSTA funding)

MEASURING SUCCESS INTENT:

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

Need Addressed:

- There are significant disparities in the quality of library and information resources and services available to Utah residents depending on where they live.

LSTA Purpose Addressed:

- (Purpose 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.

Grants to States Priorities Addressed

- (Priority 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;
- (Priority 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.

Summary: Utah's Bookmobile operations target the large rural population of nearly half a million citizens who have either no other local library service or minimal/inadequate library service. 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 five of the Bookmobiles and their extensive operations will be supported.

Audience: Residents of rural and frontier counties with otherwise inadequate or geographically challenging library service.

Timeline: Anticipate 2023 - 2027

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.

Evaluation: Number of counties served. Number of registered borrowers. Number of bookmobile stops. Number of items circulated. Number of questions answered/referred.

Project 1.1.2 Program for the Blind and Disabled

MEASURING SUCCESS INTENT:

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

Need Addressed:

- More than 4,000 Utahns depend on the specialized resources of USL's Blind and Disabled Services to meet their reading needs.

LSTA Purpose Addressed:

- (Purpose 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.

Grants to States Priorities Addressed

- (Priority 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;
- (Priority 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.

Summary: This program provides braille, audio and large print services to qualified blind, visually impaired and print disabled residents of the State of Utah.

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

Timeline: Anticipate 2023 - 2027

Outcomes or Outputs: Patrons will have access to high quality materials and services that meet their unique needs.

Evaluation: Number of registered borrowers by type/format. Number of active users by type/format. Number of titles loaned. Number of books brailled. Number of items recorded.

Project 1.1.3 Interlibrary Loan, Lender and Borrower Support

MEASURING SUCCESS INTENTS:

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

Need Addressed:

- Many Utah libraries have collections that are inadequate to fully meet the reading and information needs of their communities and benefit greatly from interlibrary loan and resource sharing with other libraries.

LSTA Purpose Addressed:

- (Purpose 4) Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public.

Grants to States Priorities Addressed

- (Priority 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;
- (Priority 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;
- (Priority 7) Develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks.

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. The program is open to all lending libraries in Utah. The 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. Based on statistical data reported on the number of items borrowed through ILL vs. lent through ILL, USL uses a formula to calculate the reimbursements to net-lending libraries.

In addition to the lender support project, for libraries serving less than 20,000 citizens, the Utah State Library offers the borrower support grant to cover ILL costs for the libraries so patrons may access this service free of charge. This project allows patrons to access a broad range of titles without straining local library budgets. Borrower support grants are calculated based on the number of ILLs processed in the previous year and cover postage, shipping materials, and staff time beyond standard working hours to process ILLs.

Audience: The general public benefits through support given to public and academic libraries.

Timeline: Anticipate 2023 - 2027

Outcomes or Outputs: Library patrons across the state have access to materials that meet their unique needs while lessening the financial burden of libraries to purchase all requested materials. USL compares lending statistics from year to year to help demonstrate the ongoing value of this program.

Evaluation: Number of libraries participating. Number of items requested. Number of items loaned. Anecdotal reports from libraries regarding the impact of materials loaned.

Objective 1.2 Improve users' ability to access and use information resources to be successful.

Project 1.2.1 Utah's Online Library Platform - Online Databases

MEASURING SUCCESS INTENT:

Improve users' ability to obtain and/or use information

Need Addressed:

- There are significant disparities in the quality of library and information resources and services available to Utah residents depending on where they live.

LSTA Purposes Addressed:

- (Purpose 2) Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
- (Purpose 3) Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;
- (Purpose 11) Promote library services that provide users with access to information through national, State, local, regional, and international collaborations and networks.

Grants to States Priorities Addressed

- (Priority 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;
- (Priority 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.

Summary: The purpose of this project is to provide access to licensed 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' needs in various areas of the state. 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: The general public residing in urban, rural, and frontier counties including school children, students enrolled in institutions of higher learning, and all individuals seeking information and knowledge and/or the opportunity to develop marketable skills.

Timeline: Anticipate 2023 - 2027. 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

acquired for Utah's public libraries. 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.

Outcomes or Outputs: All residents have access to reliable online information through high-quality databases. Access to the databases provides a baseline of information that is available to all Utahns.

Evaluation: Number of resources licensed. Number of sessions. Number of page views. Number of downloads. Number of individuals accessing resources. Anecdotal reports on the impact of the resources used. Potential pop-up surveys of users.

Project 1.2.2 Utah's Online Library Platform - Access to E-Resources

MEASURING SUCCESS INTENT:

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

Needs Addressed:

- There are significant disparities in the quality of library and information resources and services available to Utah residents depending on where they live.
- Many Utah libraries have collections that are inadequate to fully meet the reading and information needs of their communities and benefit greatly from interlibrary loan and resource sharing with other libraries.

LSTA Purposes Addressed:

- (Purpose 2) Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
- (Purpose 3) Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry.

Grants to States Priorities Addressed

- (Priority 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;
- (Priority 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.

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 is the current vendor selected to provide this service. USL provides access to Utah residents through their local public libraries and the State Library eCard to e-materials through OverDrive. USL staff selects audiobooks, eBooks, 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. 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 will help support the Beehive Library Consortium to increase local library investment in adding to the digital collection.

Audience: All Utah residents. Contract licenses for OverDrive exclude Salt Lake City, Salt Lake County, Murray City, and Cache County Library at Providence, which each have their own platform.

Timeline: Anticipate 2023 - 2027

Outcomes or Outputs: Library patrons throughout Utah will have access to quality and high-interest materials in digital formats.

Evaluation: Number of individuals using e-resources. Circulation of e-resources. 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.

Project 1.2.3 Utah Government Digital Library

MEASURING SUCCESS INTENT:

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

Need Addressed:

- Many Utah libraries have collections that are inadequate to fully meet the reading and information needs of their communities.

LSTA Purposes Addressed:

- (Purpose 10) Enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation;
- (Purpose 11) Promote library services that provide users with access to information through national, State, local, regional, and international collaborations and networks.

Grants to States Priorities Addressed

- (Priority 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;
- (Priority 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.

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. The system supports unlimited collections, allowing small public libraries and cultural heritage institutions to manage their own local digital collections.

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.

Audience: All Utah residents.

Timeline: Anticipate 2023 - 2027

Outcomes or Outputs: Utahns will have access to valuable information that would otherwise be difficult to access.

Evaluation: Number of items added. Number of individuals accessing resources. Number of page views. Number of downloads. Periodic user satisfaction surveys.

Project 1.2.4 Access to State Collections

MEASURING SUCCESS INTENT:

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

Need Addressed:

- Many Utah libraries have collections that are inadequate to fully meet the reading and information needs of their communities and benefit greatly from interlibrary loan and resource sharing with other libraries.

LSTA Purpose Addressed:

- (Purpose 2) Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry.

Grants to States Priority Addressed

- (Priority 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.

Summary: This project provides a variety of resources to libraries that they would otherwise be unable to afford. These materials are also available through the bookmobiles directly to individual patrons. Items available include specific resources supplied via interlibrary loan as well as Book Buzz book sets to enable local libraries to provide programming. Book Buzz book sets are available for libraries and book groups to check out. Kits containing a variety of materials are also available for circulation to libraries. A variety of kits, designed to supplement libraries' resources or programming, are also circulated to libraries across the state. 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.

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

Timeline: Anticipate 2023 - 2027

Outcomes or Outputs: Patron access to resources that would otherwise not be able to be acquired. Enhanced programming opportunities for libraries.

Evaluation:

Circulation of interlibrary loan materials, Book Buzz sets, and activity kits. Periodic surveys of libraries to determine satisfaction with resources provided will be conducted.

GOAL 2: SUPPORT EXCELLENCE IN LIBRARY OPERATIONS AND SERVICES

Enhance the efficiency and effectiveness of the Utah State Library and all other libraries in the State to benefit all residents.

MEASURING SUCCESS FOCAL AREA: INSTITUTIONAL CAPACITY

Objective 2.1 Support the professional development and skills training of the library workforce.

Project 2.1.1 Professional Development & Training of the Library Workforce

MEASURING SUCCESS INTENT:

Improve the library workforce

Needs Addressed:

- Many Utah libraries are understaffed.
- Many Utah libraries are staffed by individuals who have had little or no formal library science training.

LSTA Purpose Addressed:

- (Purpose 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 Priority Addressed

- (Priority 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.

Summary: Both online and in-person staff development and training opportunities will be provided to library staff to enhance their abilities to serve the public.

Audience: Library directors and staff from all types of libraries.

Timeline: Anticipate 2023 - 2027

Outcomes or Outputs:

Library staff will be aware of new innovations and relevant areas of librarianship.

Evaluation:

All attendees at state-provided training sessions will complete a post-participation survey, providing feedback on the value of the course and recommending future topics for training.

Objective 2.2 Improve library operations

Project 2.2.1 Library Operations Improvement Subgrants

MEASURING SUCCESS INTENT:

Improve library operations

Need Addressed:

- There are significant disparities in the quality of library and information resources and services available to Utah residents depending on where they live.

LSTA Purposes Addressed:

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

Grants to States Priorities Addressed

- (Priority 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;
- (Priority 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.

Summary: This project provides subgrants to libraries in the state of Utah to enable them to improve operations through the application of new and innovative methods of delivering services and new topical resources thereby enhancing the accessibility and relevance of the library.

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

Timeline: Anticipate 2023 - 2027. Competitive grant rounds will be provided as funding and USL staff capacity allow. Pending available funding, a new grant round will be announced in the spring of each fiscal year. Review of grants will be done by an external review committee composed of peers from Utah's library community.

Outcomes or Outputs:

USL will broaden access to contemporary library services through targeted subgrants and will reinforce the importance and relevance of local libraries in their communities.

Evaluation:

Subgrantees will be required to provide a mid-project update on progress and to provide a final assessment of results. Evaluation metrics to be provided will be dependent on the specific project but will include number of participants, specific output measures, and anecdotal reports on the impact of the projects.

Objective 2.3 Improve library services

Project 2.3.1 Library Service Improvement Subgrants

MEASURING SUCCESS INTENT:

Improve library's physical and technological infrastructure

Needs Addressed:

- There are significant disparities in the quality of library and information resources and services available to Utah residents depending on where they live.
- There are significant disparities in the availability of broadband Internet access available to Utah residents depending on where they live.

LSTA Purposes Addressed:

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

Grants to States Priorities Addressed

- (Priority 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;

- (Priority 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.

Summary: This project provides subgrants to libraries in the state of Utah to enable them to enhance services through the use of essential, new, and emerging technologies and by enhancing the resources available to their patrons.

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

Timeline: Anticipate 2023 - 2027. Competitive grant rounds will be provided as funding and USL staff capacity allow. Pending available funding, grant rounds will be announced throughout each fiscal year. Review of grants will be done either by an external review committee composed of peers from Utah’s library community or by internal review.

Outcomes or Outputs:

USL will broaden access to contemporary library services through targeted subgrants and will reinforce the importance and relevance of local libraries in their communities.

Evaluation:

Subgrantees will provide a final assessment of results. Evaluation metrics to be provided will be dependent on the specific project but will include number of participants, specific output measures, and anecdotal reports on the impact of the projects.

GOAL 3: PROMOTE AND SUPPORT LIFELONG LEARNING

Support programs and provide resources that promote literacy, education, and lifelong learning and that improve digital literacy and enhance 21st century skills and workforce development.

MEASURING SUCCESS FOCAL AREA: LIFELONG LEARNING

Objective 3.1 Advance shared knowledge and learning opportunities for all

Project 3.1.1 Learning Opportunities for Children and Youth

MEASURING SUCCESS INTENT:

Improve users’ general knowledge and skill

Need Addressed:

- Many Utah libraries lack adequate staff and resources to plan and provide programs for children, tweens, teens, and adults.

LSTA Purpose Addressed:

- (Purpose 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;

Grants to States Priorities Addressed

- (Priority 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;
- (Priority 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;
- (Priority 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.

Summary: This project supports programs that target children, tweens, and teens that increase early literacy, and the development of proficient reading skills. Examples of activities under this project include support for Summer Reading and Utah Kids Ready to Read.

Audience: The children, tweens, and teens of Utah.

Timeline: Anticipate 2023 - 2027

Outcomes or Outputs: All libraries, but particularly small libraries will be able to offer quality programs that increase literacy skills, impart useful knowledge, and foster the joy of reading.

Evaluation:

The metrics used to evaluate activities under this project will vary depending on the nature of the effort; however, they are likely to include number of programs offered, number of children, tweens, and teens participating. Additional outputs such as the circulation of related materials and the number of unique individuals served as well as anecdotal reports on the impact of programs offered will be collected.

GOAL 4: STRENGTHEN COMMUNITY ENGAGEMENT AND BUILD THRIVING COMMUNITIES

Foster connection, collaboration and cooperation to help build strong, thriving communities.

MEASURING SUCCESS FOCAL AREA: CIVIC ENGAGEMENT

Objective 4.1 Foster community connections and collaboration

Project 4.1.1 Collaborations for Cultural and Community Engagement

MEASURING SUCCESS INTENTS:

Improve users' ability to participate in their community

Need Addressed:

- There are significant disparities in the quality of library and information resources and services available to Utah residents depending on where they live.

LSTA Purpose Addressed:

- (Purpose 3) Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;

Grants to States Priorities Addressed

- (Priority 4) Develop public and private partnerships with other agencies, tribes, and community-based organizations;
- (Priority 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.

Summary: The Utah State Library Division will partner with and support Cultural and Community Engagement projects as funds and USL staff capacity allows. Efforts will be either at the department level or with sister divisions in state government. Some examples include partnerships with the STEM Action Center, Division of Indian Affairs, and Division of Multicultural Affairs.

Audience: Utah libraries and all state residents.

Timeline:

Anticipate 2023 - 2027 as funding availability and USL staff capacity allows.

Outcomes or Outputs:

Utah residents will have unique opportunities to participate in cultural and educational events and programs that build connections between and among diverse populations and that add to the vitality of their communities.

Evaluation:

Number and types of programs offered. Number of participants. Anecdotal accounts of the impact of experiences on individuals.

COORDINATION EFFORTS

Crosswalk tables that map projects to the six Measuring Success focal area(s) and the fourteen corresponding intent(s) are provided in APPENDIX A.

The Utah State Library coordinates many of its efforts with a variety of agencies. Ties are particularly strong with sister divisions within the Utah Department of Cultural and Community Engagement. Included are the Utah STEM Action Center, the Utah Division of Indian Affairs, and the Division of Multicultural Affairs.

EVALUATION PLAN

The Utah State Library will follow IMLS guidelines for the evaluation of this plan. Projects that include components of public and library staff instruction; content creation, preservation, description, or lending; and planning and evaluation will be evaluated using outcomes-based assessment questions built into the State Program Report. Following federal guidelines, all grants and grant activities will be subject to evaluation. The Utah State Library will share evaluative information concerning LSTA-funded grants with the libraries in Utah and with IMLS.

Data sources will include:

- Input and output statistics gathered for each grant project;
- Outcome Based Evaluation (OBE) assessments or surveys that are part of workshops and training programs and other pertinent grant projects requiring OBE listed in the paragraph above;
- Anecdotal evidence;
- Surveys, performance measures, or benchmarks to measure needs and the changes which have occurred; and
- Evaluation of each grant's impact on the libraries, including the extent to which project objectives were met.

STAKEHOLDER INVOLVEMENT

The ***Library Services and Technology Act (LSTA) Grants to States Five-Year Plan (2023-2027)*** is based on extensive input from the library community, from independent evaluators, and from other stakeholders as gathered during the evaluation phase. This includes information and data gathered through individual interviews, focus groups, and surveys.

Through a competitive bidding process, QualityMetrics LLC of Silver Spring Maryland (QM) was selected to assist the Utah State Library with both the 2018 - 2022 LSTA five-year evaluation and 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. Upon submission of the evaluation, QualityMetrics assumed the role of planning consultant and facilitated the collection of additional input from the State Library staff and under the guidance of the State Librarian produced the plan document. The approved plan will be widely disseminated in the state of Utah and engage libraries in its implementation over the next five years.

COMMUNICATION AND PUBLIC AVAILABILITY

Once the Utah ***Library Services and Technology Act (LSTA) Grants to States Five-Year Plan (2023-2027)*** has been approved by IMLS, the State Library will post the Plan on the agency website where it will remain throughout the duration of its implementation. The State

Library's leadership will present the Plan to agency staff and preparation for the implementation of the Plan will commence.

The Plan's goals may be amended if such an alteration is dictated by community needs. Budgets, specific activities, and anticipated products and services may also be adjusted based on the State Library capacity to carry out the Plan as proposed. However, any substantive revisions to the Plan will be submitted to IMLS in accordance with IMLS guidelines and the provisions of the Museum and Library Services Act. The State Library will publicize the achievement of significant milestones identified in the Plan as well as ongoing results of its efforts. The State Library will also comply with reporting requirements through the SPR. Finally, both achievements and shortcomings will be shared with stakeholders within the state as part of an ongoing effort to improve performance and to increase the positive impact of projects and activities.

MONITORING

The implementation of Utah's ***Library Services and Technology Act (LSTA) Grants to States Five-Year Plan (2023-2027)*** will be monitored on a continuous basis. Appropriate USL 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 subgrant projects funded with LSTA dollars. Subgrantees may be required to submit semi-annual status reports and will be required to submit 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 subgrant projects as well as those directly administered by USL, 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 USL'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 - Measuring Success Crosswalk Tables

UTAH Goal 1 - ENSURE ACCESS TO QUALITY INFORMATION RESOURCE

Measuring Success Focal Areas and Intents

	Project 1.1.1 Bookmobiles (County, State, & LSTA funding)	Project 1.1.2 Program for the Blind and Disabled	Project 1.1.3 Interlibrary Loan, Lender and Borrower Support	Project 1.2.1 Utah's Online Library Platform - Online Databases	Project 1.2.2 Utah's Online Library Platform - Access to E-Resources	Project 1.2.3 Utah Government Digital Library	Project 1.2.4 Access to State Collections
Lifelong Learning							
Improve users' formal education							
Improve users' general knowledge and skills							
Information Access	YES	YES	YES	YES	YES	YES	YES
Improve users' ability to discover information resources							
Improve users' ability to obtain and/or use information resources	YES	YES	YES	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							

UTAH Goal 2 - SUPPORT EXCELLENCE IN LIBRARY OPERATIONS AND SERVICES

Measuring Success Focal Areas and Intents

	Project 2.1.1 Professional Development & Training of the Library Workforce Subgrants	Project 2.2.1 Library Operations Improvement Subgrants	Project 2.3.1 Library Service Improvement Subgrants			
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						

UTAH Goal 3 - PROMOTE AND SUPPORT LIFELONG LEARNING

Measuring Success Focal Areas and Intents

Project 3.1.1.1 Learning Opportunities for Children and Youth

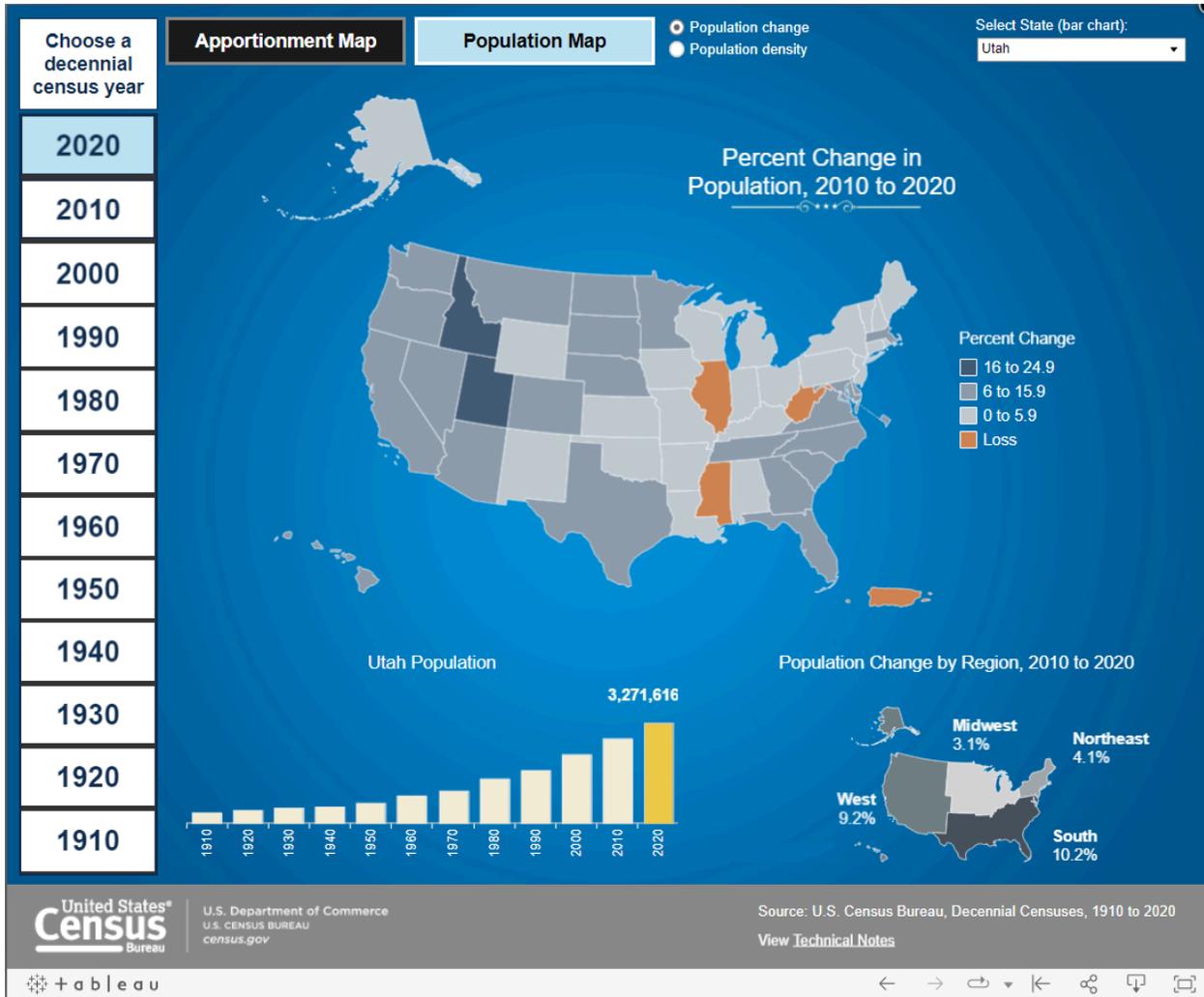
Lifelong Learning	YES				
Improve users' formal education					
Improve users' general knowledge and skills	YES				
Information Access					
Improve users' ability to discover information resources					
Improve users' ability to obtain and/or use information resources					
Institutional Capacity					
Improve 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					
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					

**UTAH GOALS &
LSTA Priorities (8 priorities)**

	Ensure equitable access to the quality information resources Utahns need to succeed at school, at work, and in their daily lives.	Enhance the efficiency and effectiveness of the Utah State Library and all other libraries in the State to benefit all residents.	Support programs and provide resources that promote literacy, education, and lifelong learning and that improve digital literacy and enhance 21st century skills and workforce development in the	Foster connection, collaboration and cooperation to help build strong, thriving communities.	
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;	X	X	X	X
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;	X	X		
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;		X		
4	Develop public and private partnerships with other agencies, tribes, and community-based organizations;			X	
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;	X		X	
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;	X		X	
7	Develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks; and	X			
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.				

A	B	C	D	E	F	G	H
UTAH GOALS AND LSTA PURPOSES (12 purpose statements)		<i>Ensure equitable access to the quality information resources Utahns need to succeed at school, at work, and in their daily lives.</i> <i>Enhance the efficiency and effectiveness of the Utah State Library and all other libraries in the State to benefit all residents.</i> <i>Support programs and provide resources that promote literacy, education, and lifelong learning and that improve digital literacy and enhance 21st century skills and workforce development in the State.</i> <i>Foster connection, collaboration and cooperation to help build strong, thriving communities.</i>					
1	Enhance coordination among Federal programs that relate to library, education, and information services;						
2	Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;	X	X				
3	Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;	X			X		
4	Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public;	X					
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;			X			
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;	X					
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;		X				
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;		X				
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;	X					
11	Promote library services that provide users with access to information through national, State, local, regional, and international collaborations and networks; and	X					
12	Encourage, support, and disseminate model programs of library and museum collaboration.						

APPENDIX B - Additional Demographic Profile Information



2

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 2019, both in the overview and what makes up the majority of the data in the rest of this report, is from the 2019 5-year (2015-2019) American Community Survey (ACS), which includes a greater number

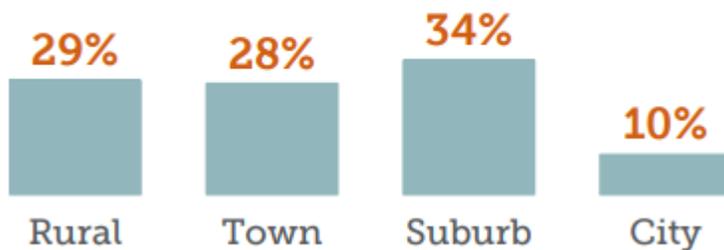
² Public Tableau - Census Data: <https://public.tableau.com/shared/Q57TM6X22?:showVizHome=no>

of topics than that found in decennial census data. 2014 comparisons for this data are from the 2010-2014 ACS. The 2020 COVID pandemic appears to have affected data collection for the 2020 ACS, which shows more inconsistencies than the 2020 decennial census data, thus the 2019 ACS has been used here. The highly rural nature of many Utah 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](#)).

Utah Libraries

The Utah State Library (USL) is a state agency that serves Public Libraries in the 29 counties in Utah.³ Utah has a total of 74 public library jurisdictions employing 425.69 FTE librarians based on the 2019 PLS survey; similarly, 26 institutions of higher education employing 246.83 FTE librarians based on the 2020 ALS survey. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (EISi), Utah's 159 public school districts employ 228.48 full-time librarians.

Public Library Outlets by Locale



Total full-time equivalent staff is about 1,292 in 141 public library outlets, spread almost evenly across rural, town, and suburb settings with only 10% in city settings.⁴

³ The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: The Institute of Museum and Library Services.

⁴ <https://www.ims.gov/data/data-catalog/public-libraries-survey/fy-2017-pls-state-profiles>

2011 (Harris, p. 3-5). Statewide net migration has been above 20,000 for six consecutive years (p. 5).

Washington County's 4.06% growth rate made it the fastest growing county in 2019-2020; it also had the second-highest cumulative change rate over the past decade, 30.5% from 2010 to 2020 (Gardner Institute, p.1; Harris, p. 3). Washington County's growth was overwhelmingly due to net migration, which accounted for 77% (Gardner Institute, p. 2). Wasatch County experienced the highest growth over the decade at 47.9%, although this rate was slower annually at 1.76% from 2019-2020. Counties with high growth rate for 2019-2020 include Utah at 2.98% (27.7% for the decade), Iron at 2.67% (23.2%), and Tooele at 2.54% (24.9%) (Harris, p. 2, 3). For the past five years, people moving into Utah have accounted for the most population growth in Washington, Tooele, Morgan, and Iron counties (Ibid, p. 5). Urban growth was particularly strong; southern Salt Lake County and northern Utah County together accounted for 59% of statewide growth over the past decade (Gardner Institute, p. 2).

Despite six counties that grew at faster rates than the state overall, seven smaller counties lost population over the decade: Carbon, Daggett, Emery, Garfield, Piute, San Juan, and Wayne (Gardner Institute, p. 1, 5). People moving away (out-migration) accounted for the most population change in all counties except Piute, which experienced both out-migration and natural decline (more deaths than births).

Migration and Increased Diversity

As many areas in Utah grow, particularly through people moving in (net migration), that population is also diversifying; 39.5% of statewide growth over the past decade is due to increases in non-white populations (Harris & Hollingshaus, 2020, p. 2). That is, people moving to Utah tend to be more racially and ethnically diverse than current residents. The groups showing the fastest growth since 2010 are Asian, Two or More Races, and Black, in that order. From 2016, the Black population experienced the fastest rate of growth (Ibid). Over the past decade, White and American Indian and Alaska Native groups consistently showed the slowest annual growth rates.

Currently 22% of Utah identifies as other than non-Hispanic White, making it the 34th most racially and ethnically diverse state (Backlund, 2021, p. 1, 7). This number has increased for decades and by 2060 it is expected that one in three Utahns will identify this way. The Hispanic or Latino population accounts for 14%, or 1 in 7 Utahns. When including Hispanic and non-Hispanic populations in racial categories, the largest groups of non-white Utahns are Some Other Race (5%), then Two or More Races (3%) and Asian (2%). These groups experienced growth in different ways. For example, the Hispanic population grew primarily from births (natural increase) while the non-Hispanic White population's growth is slowing due to natural decrease (more deaths than births). The racial group that has grown fastest by moving to Utah (net migration) is the Asian population (Ibid).

By county, Salt Lake County, which is urban, has the largest Black (1.9%), Asian (4.2%), and Native Hawaiian and Other Pacific Islander (1.8%) populations. San Juan County, which is considered “frontier,” has the largest American Indian and Alaska Native populations (49.5%), which contribute to it having the highest total minority population (58.4%). Daggett County, which is also “frontier,” has the highest concentration of White, non-Hispanic individuals (94%).

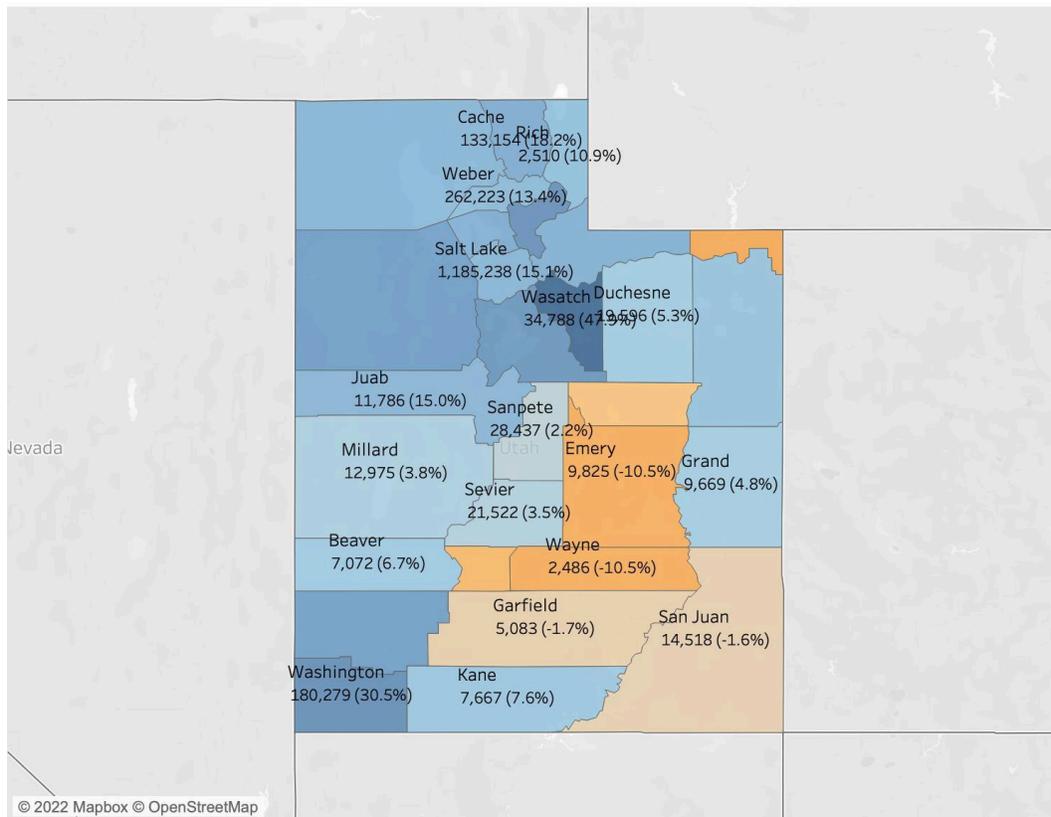
Age and Race

The national trend of aging Baby Boomers has also contributed to an aging population in Utah, although it has the smallest percentage of adults 65+ (11.4%) and youngest median age (31.3) in the nation (Bateman, 2020, p. 2). The median age for Utah steadily increased over the past decade from 29.2 to 31.3, compared to a change of 37.2 to 38.4 for the United States.

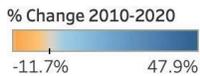
However, despite the influence of older adults and fewer births on the state’s overall age, younger Utahns are more racially and ethnically diverse; in 2020, 30% of Utahns under 18 identified as a racial or ethnic minority (Harris, Albers, & Bateman, 2021, p.1). This has shifted greatly in the past decade; in 2010, just 24% of Utah children identified this way. The youngest-skewing population is Two or More Races (non-Hispanic), for which 48.8% are under age 18 and 14.8% are younger than 5 (Harris & Hollingshaus, 2020, p. 3). The second-youngest population is Hispanic or Latino, with 36.3% under age 18 and 10.2% under 5. The oldest-skewing population is White alone, of which 13.2% are 65 or older (the next highest group, Asian alone, is much smaller at 8.9%). Across all minority populations, these groups make up about a quarter each of all preschool, school age, college age, and working age Utahns, and 10.8% of retirement age Utahns (Backlund, 2021, p. 7).

- Table: [Population Changes 2010-2020](#)
- Table: [Race and Hispanic/Latino Origin Data](#)

Utah Counties: 2020 Population and % Change 2010-2020



Map based on Longitude (generated) and Latitude (generated). Color shows sum of Change. The marks are labeled by Label, sum of 2020 Census and sum of Change. Details are shown for FIPS Code.



Background & Language

Over time, English is becoming slightly less common as the primary language spoken at home in Utah. In 2019, 10.6% of Utahn adults (citizens 18+) spoke a language other than English at home, with 6.4% speaking Spanish. In the past five years this has slightly increased; in 2014, 9.2% of adults (citizens 18+) spoke a language other than English, and 5.2% spoke Spanish. Among children 5-17, 14.27% spoke Spanish in 2019, and another 4.18% spoke another non-English language. This has also increased over the past five years; in 2014, 10.79% of 5-17 year-olds spoke Spanish, and 3.18% spoke another non-English language.

Slightly fewer than 1 in 10 Utahns (8.46%) were born outside the United States. Of those, over half were born in Latin America (58.9%) and less than a quarter in Asia (20.8%). Two in five foreign-born Utahns (39.6%) are naturalized citizens. The largest age group among the foreign-born are aged 25-44 (43.5%). Foreign-born Utahns are less likely to be white than those born in the United States. Only 45.6% identify as white and a smaller 17.6% are white, not Hispanic or Latino. Over half of foreign-born Utahns identify as Hispanic or Latino (55.8%); a quarter identify as Some other race (26.8%). The remainder, in descending order, identify as

Asian (17.8%), Black (3.9%), Native Hawaiian or Other Pacific Islander (3.1%), Two or More Races (2.1%), and American Indian and Alaska Native (0.7%).

Foreign-born Utahns are slightly more likely than the overall population to participate in the labor force, at 71.7% labor participation rate compared to the statewide rate of 68%. Conversely, the unemployment rate for foreign-born Utahns is lower, at 2.2% compared to the statewide unemployment rate of 3.6%. The manufacturing industry employs the most foreign-born Utahns (17.2%), then Education, healthcare, and social assistance (14.6%); statewide, Education, healthcare and social assistance is the biggest employer (22.1%), and manufacturing falls to fourth place (10.3%). Concerning educational attainment, foreign-born Utahns are divided into nearly even quarters between less than high school graduates (26.8%), high school graduates/equivalents (25.6%), some college or associate's degree (22.1%), and a bachelor's or higher (25.5%). Fewer foreign-born Utahns speak English at home (16.6% compared to 84.6% statewide).

- Table: [Language spoken at home](#)
- Table: [Foreign-born population](#)
- Table: [Labor force & unemployment](#)

Home Internet & Computer Access

Statewide, 9 in 10 households (90.7%) have broadband internet access; this percentage is slightly higher for Asian (93.1%) and white households (91.3%). Broadband at home is least common among American Indian and Alaska Native households (66.9%) and Black or African Americans (84.3%). The highest percentage without home internet access but with a computer was for American Indian and Native Alaskans (14.1%), followed by Black or African American (11.3%). The lowest percentage was Asian households (5%), then Two or more races (5.8%), then white alone, not Hispanic or Latino (5.8%). Although just 6.5% of all Utahns have no computer at home, nearly one in five American Indian or Alaska Native households lack a home computer (19%). The next highest percentage was far removed; only 4.1% of Black or African American households lacked a computer. The lowest percentages without a home computer were households of two or more races (1.2%) and Asian alone (1.9%).

San Juan County shows considerable difference from all other counties with regards to home computer & internet access. Only 55.6% of all households in San Juan have broadband access, 14.4% of homes have no internet access but a computer, and 29% of homes don't have a computer. This county is considered "frontier" due to population numbers and is not currently served by a bookmobile.

- Table: [Household broadband & households without computers](#)

Education

Utahn's rate of educational attainment is slightly higher statewide than for the United States, for both high school and college. More than 9 in 10 (93%) of Utahns graduate high school

compared to 88.6% in the United States, and 34.7% of Utahns earn a bachelor's degree or higher (33.1% in the United States).

Following this pattern, for all racial and ethnic groups, Utahns have a higher or similar percentage of "high school graduate or higher" compared to the United States. More than 90% of Utahns are high school graduate or higher for White alone, not Hispanic or Latino (95.6%), Native Hawaiian and Other Pacific Islander (91.8%), and Two or more races (91.4%). Another three groups fall above 80%: Asian (88.7%), Black (87.5%), and American Indian or Alaska Native (80.1%). The two groups with less than 80% high school graduate or more are Hispanic or Latino (71.1%) and Some other race (62.7%).

There is greater variance between groups for attaining a bachelor's degree or higher; the highest percentage by far is Asian at 49.9%. Next are White alone, not Hispanic or Latino (36.8%), Two or more races (32.8%), and Black (24.4%). The remaining groups are Native Hawaiian and Other Pacific Islander (15.8%), Hispanic or Latino (14.4%), American Indian or Alaska Native (12.2%), and Some other race alone (10.4%). Although rates of "high school graduate or higher" are higher for Utahns compared to the same racial and ethnic categories on the United States overall, most of these Utahn groups attain bachelor's degrees or higher at lower rates than for the U.S. overall, with three notable exceptions. More Black Utahns attain bachelor's or higher (24.2%) than in the U.S. overall (21.6%) as do Two or more races (32.8% compared to 31.9%) and White alone, not Hispanic or Latino (36.8% compared to 35.8%).

Over the past five years, the percentage of first to third graders hitting reading benchmarks has slightly decreased from 72% in 2016 to 69% in 2020 (Utah State Board of Education, p.3). Over the same period, these percentages have decreased similarly for most racial and ethnic groups, with the exceptions of higher drops for American Indian students and a slight increase among Asian students (Ibid., p. 4).

- Table: [Educational attainment by race/ethnicity](#)
- Source: [2019-20 Early Literacy Report](#), Utah State Board of Education

Income, Poverty Levels, & Employment

The U.S. Census tracks both individual income and household (family or non-family) income. Statewide, 2019 median individual earnings for employed civilians (+16) was \$35,108 (2019 5-year ACS). Women's earnings as a percentage of men's were 58.3%. By occupation, median earnings were highest for management, business, science, and art occupations (\$53,244) and lowest for service occupations (\$16,444). By industry, median earnings were highest in educational services, and health care and social assistance (\$331,352) and lowest in agriculture, forestry, fishing and hunting, and mining (\$25,694). Women's earnings as a percent of men's lags most in the management, business, science, and arts occupations (56.3%). The sub-categories driving this are healthcare, specifically health diagnosing and technical occupations (47.7%), legal occupations (42.8%), education and libraries (52.5%), and art, design, sports, and media (50.3%).

The highest median household income by population group was non-Hispanic White at \$75,227 and the next highest was Asian at \$73,139 (Backlund, 2021, p. 10, 11). All seven other racial and ethnic groups analyzed fell below the state median household income of \$71,621 with the lowest median being Black or African American at \$41,752. For median individual incomes, the highest group was non-Hispanic White at \$27,310; all eight racial and ethnic subpopulations analyzed fell below the state median individual income of \$25,607 (Backlund, 2021, p. 11, 12).

For the population over age 25 with less than a high school diploma, 18% fall below the poverty line. Of those employed, 6.1% were below poverty level; 25.3% of the unemployed were below poverty level. By race/ethnicity, Black (27.2%) and American Indian/ Alaskan Native (27.1%) populations have the highest percentages below the poverty line. White alone, not Hispanic/Latino is the group with the smallest percentage in poverty, at 7.9%. Across all racial groups, Hispanic or Latino origin have 16.8% below the poverty line.

The American Indian and Alaska Native populations show the greatest disruption in employment; their rate of 60.3% labor force participation is lowest compared to all other racial and ethnic groups across Utah and the rate of unemployment, 9%, is the highest. Unemployment is lowest among white alone (3.3%), followed by Hispanic or Latino (4.2%). The labor force participation rate is highest for Some other race alone (74.9%), closely followed by Two or more races (74.1%) and Hispanic or Latino origin (73.8%). Participation in the labor force increases along with educational attainment, from 70.1% for less than high school diploma, 76.1% for high school graduates, 78.2% some college, and 84.2% for those with a bachelor's degree or higher.

More Utahns are employed in educational services, health care, and social assistance, at 22.13%, than any other industry category. The industry with the lowest percentage of employment is agriculture, forestry, fishing and hunting, and mining at 1.72%.

- Table: [Median household income](#)
- Table: [Occupation and median individual earnings](#)
- Table: [Population below poverty level](#)
- Table: [Labor force participation & unemployment rates](#)

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APPENDIX C - Assurance Documentation

The following assurances have been submitted with this Plan. See APPENDIX C for documentation.

Program Assurances for 2023 Grant Award (Includes compliance with Internet Safety; Trafficking in Persons; Nondiscrimination; Debarment and Suspension; Drug-Free Workplace; Federal Debt Status; and Lobbying requirements)

Non-Construction Assurance Form (SF-424B)

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/or Public School Libraries