

Duluth
Public Library
2011 – 2015 Strategic Plan

Adopted by the Library Board:
January 13, 2011

*Prepared by:
Whitney Crettol Consulting*

THE PLANNING PROCESS:

The Duluth Public Library completed a comprehensive strategic planning process between May and December 2010. This process was made possible through financial support from the Arrowhead Library System. Composition of the Planning Team included representatives from the library board, city officials, library staff, Friends of the Library, Library Foundation and Duluth Public Schools.

A community-based process was utilized, which centered on answering the questions: 1) *What are the pressing needs in our community?* and, 2) *What is the library's role in helping to address those needs?* Major steps included conducting a focus group with community leaders, reviewing community demographic data and library statistics, discussing organizational values and mission, identifying service priorities, and developing detailed action plans for the first year of implementation. In addition, preliminary indicators were established to track progress toward achieving the library's new goals.

The resulting strategic plan is intended to guide the library for the next five years, with action plans to be revised annually.

BACKGROUND / WHAT WE FOUND:

The City of Duluth is by far the largest community served by public libraries in the Arrowhead Region. Like the region's small towns however, Duluth has continued to experience a gradual population decline in recent decades. In addition, the city has a disproportionately high rate of poverty.

The Duluth Public Library currently operates from three locations: downtown ("Main"), and branches in West Duluth and at Mt. Royal. Downtown is a full service library, including a reference department. Library-sponsored programming is focused on children and is well received by the community, but is only available at the downtown site. The Main building, however, faces a long list of physical plant challenges. At the branch locations, patron usage is concentrated on adult fiction reading and children's materials. In addition, all locations have public access computers which are heavily utilized. Technology is a growth area, but the Library lacks adequate technical support for this priority.

Duluth residents value the public library as an important community asset; a fact that was confirmed by the results of last year's city-wide survey. Despite a declining number of residents, library utilization remained steady prior to 2008. At that time however, hours of operation were drastically reduced (44 % overall) as a result of funding cuts. This decrease in service hours has had a significant, negative impact on the ability of citizens to access library resources, with branch access being the most limited.

Several themes emerged as a result of our community input process. The top priority identified by local leaders was public access to the online world. In fact, the growing reliance on electronic resources in all facets of modern life is transforming the role of public libraries. Local leaders recognize especially that the library is the core provider of technology access for low-income residents. In addition, emphasis was placed on investing in the community's children. Children's services lay the foundation to become readers, to succeed in school, and to engage in a lifetime of learning. Finally, the community was clear in its desire for services to be available when and where the people are - in their neighborhoods.

ORGANIZATIONAL VALUES:

Customer Service –

We ensure equal access for all, and we welcome people and treat them with friendliness and respect.

Intellectual Freedom –

We provide information representing all points of view in books and a variety of other formats; we recognize each individual's right to access information; and we respect the privacy of library users.

Community Service and Partnerships–

We work together as a team to provide resources and services to meet community needs; we work with other organizations to leverage our local resources; and we are a vital and indispensable part of our local communities.

Creativity and Innovation–

We use state-of-the-art technology to provide access to information and other resources, to work more efficiently, and to find new ways of being a better library.

MISSION STATEMENT:

The Duluth Public Library enriches our community life by helping people at every age connect with the digital world, enjoy reading, continue lifelong learning, and explore creative pursuits in a welcoming environment.

LIBRARY GOALS (In order of priority):

1. Everyone has access to and assistance using state-of-the-art digital resources.
2. Children birth through third grade and their caregivers get excited about reading, writing, and learning.
3. People at every age explore their interests and become knowledgeable about a variety of subjects.
4. Youth and adults find enjoyment and enhance their creative and cultural lives.
5. Individuals and organizations find connections to local history, tradition, and culture.

PROGRESS INDICATORS:

In addition to standard usage measurements such as circulation count, library visits, number of hits to library databases, etc., the following indicators will be used to measure progress toward the goals:

Goal 1 (Connect to the Online World)

- ✓ Public access computer utilization figures – wired and wireless (e.g. machine saturation, number of unique users, hours of use per day per machine).
- ✓ Measure change/increase in staff technology skills following training.
- ✓ Survey of computer lab users regarding level of support received.

Goal 2 (Create Young Readers)

- ✓ Circulation of juvenile materials, including toy lending.
- ✓ Utilization of designated children's computers (see Goal 1).
- ✓ Number of participants in the Summer Reading Program components (independent readers and Read-to-Me).
- ✓ Number of story times and attendance at branches and Main location.
- ✓ Annual feedback survey of story time participants (adults) regarding impact on their and their children's level of excitement about reading, writing, and learning.

Goal 3 (Satisfy Curiosity)

- ✓ Attendance and participant evaluations of lifelong learning-related Legacy events.
- ✓ Museum pass distribution figures; before and after branch implementation.
- ✓ Number of participants in History Day event.
- ✓ Number of reference requests via text and chat.

Goal 4 (Stimulate Imagination)

- ✓ Circulation of e-book readers and MP3 players.
- ✓ Utilization of download stations.
- ✓ Number of participants in downloadables training, and survey.
- ✓ Program attendance (Kaleidoscope, Legacy live performances, One Book/One Community, annual author visit), and feedback survey regarding impact on finding enjoyment and/or enhancing creative and cultural life.

Goal 5 (Discover Your Roots – Local History)

- ✓ Number of reference inquiries requiring local history materials (sampling weeks).
- ✓ Utilization figures for Duluth News Tribune historic online resource.
- ✓ Staff survey regarding change/increase in local history resource knowledge and skills (following training).
- ✓ Number of hits to obituary and other local history-related databases.

IMPLEMENTATION STEPS:

<i>Implementation Steps</i>	<i>Timeline</i>
1. Present strategic plan to Library Board and City Council for adoption.	January 2011
2. Communicate the new plan to other stakeholders and the public.	February 2011
3. Review strategic plan progress as a regular agenda item at Management Team and staff meetings; make mid-course corrections.	Monthly
4. Discuss strategic plan progress as regular agenda item at Library Board meetings.	Monthly
5. Compile progress indicator data for annual review.	Annually 2011 - 2015 (January)
6. Board/staff annual ‘retreat’ to review implementation successes and challenges (including indicator data), review goals, revise strategies, and project budget needs.	Annually 2011 - 2014 (June)
7. Staff develop action plans for the next year.	Annually 2011 - 2014 (July - September)
8. Full round of strategic planning.	Fall 2015 (New plan in place by January 2016)

Appendix A:

YEAR 1 Action Plans January 1, 2011 – December 31, 2011

LIBRARY-WIDE STRATEGIES

The following strategies contribute to the accomplishment of *all* of the Library's priority goals.

Strategy AA: Facility Plan		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Assessment: <ul style="list-style-type: none"> ▪ Compile list of space considerations / facility concerns from staff SWOT and strategy development processes. ▪ Complete assessment of Main building (and branch play areas only) with regard to the priority goals; including written recommendations for 1) short-term improvements, and 2) long-term major improvements to existing building vs. new construction. 	Carla Powers	January 31, 2011
	Architect	March 1, 2011
2. Implementation: <ul style="list-style-type: none"> ▪ Make decision regarding long-term facility strategy (major renovation or new construction). ▪ Select short-term improvement priorities for Year 1 (e.g. signage). ▪ Implement Year 1 improvements. 	Carla Powers, Lisa Potswald & Administration	June 30, 2011
	Carla Powers & Lisa Potswald	June 30, 2011
	Carla Powers (Lisa Potswald, City Architect)	December 31, 2011

Strategy BB: Develop Volunteer Program		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Volunteer Coordinator: <ul style="list-style-type: none"> ▪ Obtain and review City policies and procedures for utilizing volunteers. ▪ Create job description for Volunteer Coordinator. ▪ Recruit Volunteer Coordinator (internal or external). 	Carla Powers	January 15, 2011
	Lisa Potswald	January 15, 2011
	Carla Powers	March 15, 2011
2. Expand Volunteer Opportunities: <ul style="list-style-type: none"> ▪ Identify areas for volunteer positions and draft volunteer position descriptions. ▪ Review of position descriptions. ▪ Recruit additional volunteers. 	Carla Powers (Management Team)	March 15, 2011
	City Human Resources & Employment Attorney	May 1, 2011
	Volunteer Coordinator	May – December 31, 2011

Strategy CC: Improve Public Relations Effectiveness		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Develop new methods for distributing Library news and events, including utilization of current technology.	Nancy Eaton (City Communications Officers)	March 31, 2011
2. Create checklist/guide for service area staff regarding public relations process and known annual deadlines.	Nancy Eaton	May 31, 2011

Strategy DD: Website Redesign		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Conduct RFP process and select contracted web designer.	Carla Powers (Lisa Potswald)	June 1, 2011
2. Develop and launch new, streamlined web framework consistent with City website.	Contracted Designer (Committee – Nancy Eaton, MIS & Management Team representative)	December 31, 2011
3. Develop strategy to maintain new website internally, utilizing different service area expertise.	Contracted Designer (Committee – Nancy Eaton, MIS & Management Team representative)	December 31, 2011

Strategy EE: Expand Open Hours		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Develop a specific plan to increase total open hours.	Carla Powers (Management Team)	August 1, 2011
2. Implement new expanded hours.	Carla Powers (Management Team)	September 1, 2011

Strategy FF: Online Patron Interface		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Research and make decisions regarding 1) utilization of Discovery layer, and 2) linking Duluth with regional ALS catalog.	Carla Powers (MIS & Library IT Coordinator)	TBD (Based on ALS timeline)

GOAL # 1: Everyone has access to and assistance using state-of-the-art digital resources.

Strategy A: Increase Public Access Computers		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Put new Gates-funded computers into service: Order 9 desktop computers (6 Mt. Royal, 2 West, 1 Main). Obtain SAM licenses and set up machines.	Renee Zurn (MIS & City Architect)	January 30, 2011 April 15, 2011
Put new Knight-funded laptops into service: Order 11 laptop computers for Main. Obtain SAM licenses and establish procedures for laptop use.	Carla Powers (MIS)	January 30, 2011 April 15, 2011
Collect data to determine need for additional public access computers: Develop measures and method of data collection. Track usage (all public access terminals, all locations). Analyze utilization data.	Dan Buckanaga (MIS & Carla Powers)	April 1, 2011 April 15 – August 31, 2011 September 15, 2011

Strategy B: Upgrade Existing Public Access Computers		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Put Gates-funded public access replacement computers into service: Order 11 desktop computers. Obtain SAM licenses and set up machines. Recycle old machines.	Renee Zurn (MIS)	January 30, 2011 April 15, 2011 April 15, 2011
Library Technology Plan: Inventory all current computers and uses (public & staff). Develop comprehensive Technology Plan including standards for hardware and software, replacement schedules, etc.	Dave Lull (MIS & Lisa Potswald)	April 15, 2011 June 30, 2011

Strategy C: Wireless		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Maintain wireless service at all locations / determine new funding source for branches to replace expiring grant.	Myra Kenner	June 1, 2011
Add wireless printing at all locations.	Renee Zurn	April 15, 2011

	(Dan Buckanaga & MIS)	
Analyze wireless bandwidth.	Dan Buckanaga (MIS)	April 15 – August 31, 2011
Strategy D: Increase Bandwidth		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Develop plan to increase to sufficient bandwidth capacity, taking addition of new wired machines into account.	Dave Lull (MIS & Lisa Potswald)	March 30, 2011
Implement bandwidth fix in all locations.	Dave Lull (MIS & Lisa Potswald)	June 30, 2011

Strategy E: Technology Staffing		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Dedicated Library IT professional: Request full-time IT staff under MIS, but housed at and dedicated to Library. Complete hiring or contracting process.	Lisa Potswald Lisa Potswald	March 30, 2011 June 1, 2011
Computer lab staffing: Develop plan to maintain live support for patrons in the computer lab during all open hours (Main location). Lab coverage in place.	Carla Powers Carla Powers	July 1, 2011 December 31, 2011
Increase technology competencies of all library staff: Assess current technology skills of all staff. Establish skill standards and training plan. Implement a minimum of 1 technology training.	Library IT Coordinator Library IT Coordinator Library IT Coordinator	August 30, 2011 October 30, 2011 December 31, 2011

GOAL # 2: Children birth through third grade and their caregivers get excited about reading, writing, and learning.

Strategy F: Maximize Play Areas		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Space evaluation (All locations): Conduct evaluation of current play area spaces with regard to early literacy goal, as part of whole building evaluation. Select short-term improvement priorities for year 1.	Judy Sheriff (City Architect/Consultant) Judy Sheriff (City Architect/Consultant)	February 28, 2011 May 31, 2011
Contents evaluation (All locations): Assess current play area toys with regard to early literacy goal.	Judy Sheriff	February 28, 2011

Determine funding mechanism and purchase new toys per assessment results (Kiwanis, etc.).	(Children's Museum) Judy Sheriff	May 31, 2011
Strategy G: Reach Out to Families with Children "At-Risk"		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Survey partners: <ul style="list-style-type: none"> ▪ Develop survey & send to potential collaborative partners in early literacy. ▪ Compile survey results. 	Judy Sheriff	January 31, 2011
	Judy Sheriff	February 28, 2011
Convene partners to discuss how we can work together to meet the early literacy goal with at-risk children.	Judy Sheriff (Collaborative partners)	March 31, 2011
Develop outreach action plan (including re-branding of Book Time With Your Baby) for 2011-2012 based on results of collaboration meeting.	Judy Sheriff	September 1, 2011

Strategy H: Staff Training		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Provide early literacy refresher training for youth services staff.	Sue Schumacher	March 31, 2011
Provide general training for all staff on how to work with children and families in a welcoming way, overview of children's resources, etc.	Sue Schumacher (Janet Worthing & Trainer)	April 30, 2011
Provide all-staff tour of newly configured children's areas.	Judy Sheriff	June 30, 2011

Strategy I: Children's Technology		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Add AWE computer at Mt. Royal location.	Renee Zurn	April 15, 2011
Add Tumble Books to dedicated children's computers at both branch locations (See Goal # 1).	Renee Zurn	April 15, 2011

Strategy J: Children's Collection		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Revitalize and focus toy lending materials in support of stated early literacy goal (Main location).	Judy Sheriff	May 31, 2011
Work with staff in adult non-fiction to evaluate scope of the parent/teacher collection, including media. Complete weeding,	Sue Schumacher (Julie Levang)	May 31, 2011

re-cataloging, and ordering as needed (all locations).		
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Strategy K: Programming		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Summer Reading Program: Plan, promote and conduct Summer Reading Program, emphasizing the Read to Me component. Develop outreach promotion strategy in K-3 classrooms for 2012 program.	Laura Fournier Laura Fournier (MN Reading Corps)	August 15, 2011 November 30, 2011
Story Times: Plan, promote and conduct regular Toddler and Preschool Story Times (Main location). Implement regular Story Time at both branch locations.	Janet Worthing (Sue Schumacher & Laura Fournier) Judy Sheriff (Renee Zurn)	Weekly (January – December 2011) September 30, 2011

GOAL # 3: People at every age explore their interests and become knowledgeable about a variety of subjects.

Strategy L: Collections		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
Eliminate remaining hard-copy reference materials at branch locations.	David Ouse	March 31, 2011
Strengthen non-fiction, reference, periodicals and databases by determining what is missing, what is not used, what is dated by subject area.	David Ouse	August 31, 2011

Strategy M: Reference Service		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Add text & chat reference access: <ul style="list-style-type: none"> ▪ Research and select software. ▪ Develop procedures/staffing plan. ▪ Train staff on new procedures. ▪ Promote and implement text and chat service. 	David Ouse David Ouse David Ouse David Ouse	February 28, 2011 March 31, 2011 March 31, 2011 April 30, 2011
2. Website A-Z reference links: <ul style="list-style-type: none"> ▪ Evaluate public use of links. 	Nancy Eaton	March 31, 2011

<ul style="list-style-type: none"> ▪ If links are sufficiently used by public, determine most efficient method to post simultaneously for staff use and on website. ▪ Review website links for current addresses. 	Julie Levang	December 31, 2011
	Julie Levang	February 1 & August 1, 2011

Strategy N: Programming		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Legacy events: Aggressively promote and hold Legacy events. Evaluate participation. If continuing, advocate to Legacy Advisory Committee for more series-based programming. If not continuing, develop plan for future library or collaborative lecture series.	Judy Sheriff (Renee Zurn & Nancy Eaton) Judy Sheriff	June 30, 2011 (Fall TBD) June 30, 2011 June 30, 2011
2. Museum & event passes: Provide passes at Main location. If continuing, determine how to expand passes to both branch locations.	Judy Sheriff Judy Sheriff	January – June 2011 August 30, 2011
3. History Day: <ul style="list-style-type: none"> ▪ Promote and host two project work days at Main location. ▪ Evaluate level of student participation to determine future involvement in this and other school projects. 	David Ouse (Historical Society, ISD 709) David Ouse	January 31, 2011 February 28, 2011

GOAL # 4: Youth and adults find enjoyment and enhance their creative and cultural lives.

Strategy O: Downloadables		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Purchase 3 E-book readers and 3 MP3 players and set up procedures for checkout.	Renee Zurn	March 31, 2011
2. Provide basic device and procedures training to all staff.	Renee Zurn	March 31, 2011
3. Obtain licenses and install download stations: <ul style="list-style-type: none"> ▪ 1 Main ▪ 1 Mt. Royal ▪ Assess potential for 1 West 	Renee Zurn	April 15, 2011
4. Training for patrons: <ul style="list-style-type: none"> ▪ Develop brochure for patrons about resources. 	Renee Zurn	March 31, 2011

▪ Offer instructional class at each active location.	Renee Zurn	April 30, 2011
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Strategy P: Collections		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Strengthen fiction and media by determining what is missing, what is not used, what is obsolete.	Renee Zurn	August 31, 2011
2. Implement withdrawal of VHS format throughout the library.	Steve Adams (Julie Kapke)	March 31, 2011
3. Target collection development at branches toward popular items for all age groups: <ul style="list-style-type: none"> ▪ Initial meeting / set schedule. ▪ Regular coordination meetings among selectors. 	Renee Zurn (Selectors)	January 31, 2011 Monthly (Feb – Dec 2011)

Strategy Q: Reader's Advisory		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Provide all-staff training on new Novelist by age groups, demonstrate reader's advisory web links from Fiction/Media page, and demonstrate youth services wiki.	Kathy Bushey (Mary Vanderwerp)	May 31, 2011

Strategy R: Programming		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Kaleidoscope: <ul style="list-style-type: none"> ▪ Book 4 days of live children's entertainment. ▪ Develop promotional brochure. ▪ Recruit corps of volunteers (including Kiwanis & Friends). ▪ Hold events. 	Judy Sheriff Judy Sheriff Judy Sheriff Judy Sheriff (Volunteers)	February 28, 2011 March 31, 2011 May 31, 2011 July 31, 2011
2. Legacy live performances: <ul style="list-style-type: none"> ▪ Evaluate attendance at live performances to determine potential for future expansion. 	Judy Sheriff (Renee Zurn)	August 31, 2011
3. One Book / One Community: <ul style="list-style-type: none"> ▪ Develop promotional materials. ▪ Run program with events (including big name author visit). ▪ Re-convene Committee to evaluate program outcomes. ▪ Develop plans for 2012 program. 	Consultant (Collaborative Committee)	March 1, 2011 April 30, 2011 May 31, 2011 September – December 2011
4. Annual author visit:		

<ul style="list-style-type: none"> ▪ Research and develop plan to hold annual big name author visit. 	Consultant (Management Team)	April 30, 2011
5. Online book club: <ul style="list-style-type: none"> ▪ Evaluate utilization of online book club and determine whether to continue this subscription. 	Nancy Eaton	August 31, 2011

Strategy S: Displays		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Display theme-based and new books in each service area, rotating at least monthly.	Carla Powers (Management Team)	Monthly (January – December 2011)
2. Maintain postings of local events on bulletin boards at all locations.	Nancy Eaton	Monthly (January – December 2011)

GOAL # 5: Individuals and organizations find connections to local history, tradition, and culture.

Strategy T: Staff Training		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Provide in-house training to Reference staff on local history resources.	David Ouse	Twice Monthly (January – December 2011)
2. Identify at least one workshop on local history for staff to attend.	David Ouse	December 31, 2011

Strategy U: Digitizing Resources		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Minnesota Reflections: <ul style="list-style-type: none"> ▪ Send selected Duluth collection materials for Minnesota Reflections to digitize. ▪ Promote Minnesota Reflections resource and our participation during National Library Week. 	David Ouse David Ouse	March – December 2011 (Per batch schedule) April 30, 2011
2. Prepare to coordinate digitization of priority materials (clipping files, slides, etcetera - TBD) in conjunction with City digitization project.	David Ouse (Lisa Potswald)	December 31, 2011

Strategy V: Collections		
ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Add to Collection Development Policy the inclusion of local authors and local ethnic/cultural material in all service areas.	Carla Powers (Board Approval)	February 28, 2011
2. Determine option to obtain public access to Duluth News Tribune historic online resource (1880's – 1922).	David Ouse	June 30, 2011
3. Develop plan and seek funding to support implementation of the Duluth News Tribune Indexing project (1922 – 1978).	David Ouse	December 31, 2011
4. Continue development of electronic obituary file.	David Ouse (Volunteer)	Monthly (January – December 2011)
5. Maintain clipping file and slide collection.	David Ouse	Monthly (January – December 2011)

Appendix B:

Non-Priority Activity Reallocation January 2011

* “Option” codes:

A = Eliminate the activity

C = Continue the activity with reduced resources

E = Modify the activity to make it effective

G = Continue the activity unchanged

A. Activity	B. Service Response	C. Action		D. Decision	
		1. Proactive	2. Reactive	1. Option	2. Notes
Telephone reference as a separate service	Find Facts	X		A	Transition into taking all reference calls at in-person desk to free up space for other use; <i>This can be initiated at any time and would result in approximately 6 hour/week of staff time saved</i>
Federal government documents depository	Informed Citizen	X		A	Consider how this collection can be phased out to free up floor space and some staff time; <i>Will have a plan in place for this by the end of June</i>
Programs for adults about these subjects (or related databases)	Informed Decisions	X		A	Revisit in the future
Pamphlets	Learn to Read	X		A	
Reference USA database	Successful Enterprises	X		A	Under contract for two more years; <i>Make final decision by 8/1/2012 for possible discontinuation by 12/31/2012</i>
Writing workshops	Stimulate Imagination	X		A	Revisit in the future
Supply databases for homework help	Succeed in School	X		A	ELM is available free of charge; <i>Have dropped Grolier subscription</i>
Assignment alert on website for teachers	Succeed in School	X		A	<i>Nancy will delete link from website</i>
Outreach visits (teach how to use databases)	Succeed in School	X		A	Consider outreach aimed at meeting goals 2 and/or 4 in 2012
Handouts by OPACs	Understand Information	X		A	May be necessary to make new handouts if/when we migrate to a new ILS; <i>Pull handouts immediately</i>
Classes taught by staff (library resources, Internet, OPAC)	Understand Information	X		A	<i>Revisit in 2012</i>
Reference collections in all service areas: Reference, Youth Services, Fiction & Media, branches	Find Facts	X		C	Consider the need for a reference collection at branches; <i>Ongoing</i>
Workforce Center partnership	Career Choices	X		A	
Teen blog	Express Creativity	X		A	Get usage statistics and consider effectiveness under Goal #4; <i>Has been discontinued</i>
In-person desks at all locations	Understand Information	X		E	<i>Consider desk staffing as part of space and technology planning</i>

"How Do I Contact" list	Informed Citizen	X		G	Continue website links and small number of paper handouts
St. Louis County Board minutes	Informed Community	X		G	
Computers dedicated to databases in Ref	Informed Decisions	X		E	Collect data about use and look into what other libraries do; <i>Will be considered as part of technology plan</i>
Website indexes: sites by subject	Informed Decisions	X		E	Make sure work is not being duplicated unnecessarily; <i>Will be done as part of website redesign</i>
Web pages with Duluth resources	Know Your Community	X		E	Considered with Internet sites by subject; <i>Will be done as part of website redesign</i>
Booths at community events (e.g. Family Fun Fest, Spirit Valley Days)	Know Your Community	X		E	Make sure events tie in with priorities; <i>Will not do Family Fun Fest in 2011 as it does not meet effectiveness criteria</i>
Beyond the Yellow Ribbon Committee	Know Your Community	X		E	<i>Will send only one staff member to future meetings; main role is to provide resources</i>
Reading programs for adults, teens, kids	Stimulate Imagination	X		E	Materials have been ordered for 2011; will try to get more participation and reevaluate for the following year; <i>Evaluate in August 2011</i>
Staff-created book lists	Stimulate Imagination	X		E	Make sure each book list is really needed; consider making a template; have other staff (besides Nancy) create lists; <i>In progress</i>
Homework computer in YS	Succeed in School	X		E	Re-brand or reconfigure to support goals 1 and 3; <i>Consider as part of technology plan</i>
Website page with links to homework help and other reference databases	Succeed in School	X		E	Gather more information on use and best ways to provide this; <i>Evaluate as part of website redesign</i>
Parent/teacher collection	Succeed in School	X		E	Look into what is purchased for 4th grade and up; gather information on use; <i>In progress</i>
Library events web page	Comfortable Place	X		E	Part of improving overall website design
Career collection/area	Career Choices	X		G	
Photoshop software and disc burner on public computers	Express Creativity	X		G	
Photo contest/workshop	Express Creativity	X		G	Legacy program
Email reference: webmail and e-reference	Understand Information	X		G	
Tax forms	Informed Citizen	X		G	Continue to simplify/streamline as possible

League of Women Voters collaboration	Informed Citizen	X		G	
Tax volunteers/UMD collaboration	Informed Citizen	X		G	
Handouts	Informed Citizen	X		E	Continue to evaluate what handouts are necessary
Consumer collection	Informed Decisions	X		G	
Value Line	Informed Decisions	X		G	
Coordination with other libraries and agencies (UMD, Depot, Historical Society, etc.)	Local History	X		G	Evaluate each opportunity on a case-by-case basis
High school yearbooks	Local History	X		G	<i>Falls under local history goal</i>
Bulletin board postings	Local History		X	G	
TOEFL materials	Learn to Read	X		G	Continue to have a small amount of these materials to meet demand
Foundation Center	Successful Enterprises	X		G	
Foundation information links on website	Successful Enterprises	X		G	<i>Will be done as part of website redesign</i>
Business shelf near Reference Desk	Successful Enterprises	X		G	
Book Club in a Bag	Stimulate Imagination	X		G	Evaluate amount of staff time involved
Showing movies at the library	Stimulate Imagination	X		G	License expires at the end of February
Plaza is a performance space	Comfortable Place	X		G	
Job shadowing	Career Choices		X	G	
YS does display of kids' art	Express Creativity		X	G	
Michigan Street wall display space	Express Creativity		X	G	
Voter registration forms	Informed Citizen		X	G	
Yellow Book Go-Guides	Know Your Community		X	G	Kid oriented
Displays (e.g. St. Mary's grief display)	Know Your Community		X	G	
Handouts and pamphlets about other organizations	Know Your Community		X	G	

Bus schedules	Know Your Community		X	G	
City and County meeting DVDs	Local History		X	G	
Collaborations with organizations that provide literacy resources/teaching/programs	Learn to Read		X	G	
Provide space to tutors and their students	Learn to Read		X	G	
Provide materials to tutors/volunteers/adults to use in teaching their class, subject/reading level specific	Learn to Read		X	G	
City of Duluth information available in Reference	SE		X	G	
Library manager presents library information to groups	SE		X	G	
Answering questions at service desks	Succeed in School		X	G	
Buy materials to support school assignments if we get asked for this material a lot	Succeed in School		X	G	
Class visits	Succeed in School		X	G	
Take advantage of "teaching moments" when helping patrons	Understand Information		X	G	
When school classes visit, teach them how to use library and OPAC	Understand Information		X	G	
Collaboration with others using lab (Center for Independent Living, Girl Scouts, etc.)	Understand Information		X	G	
Can change search language of some databases, software, websites	US		X	G	
Refer people to Adult Learning Center	US		X	G	
Staff who speak Spanish/French	US		X	G	
Painting on stairwell walls	VC		X	G	Pursue if Legacy opportunity arises
Clifford outreach at special events	YR		X	G	
Local author presentations/workshops	LH	X		A	<i>Revisit in the future</i>

Genealogy workshops	LH	X		A	<i>Revisit in the future, esp. with local history focus</i>
Book Letters	SI	X		E	<i>1739 people signed up; consider trying to increase participation or eliminating this service</i>
Book Pages	SI	X		G	<i>We get 250 copies and Nancy feels we could use more</i>

Appendix C:

Library & Community Profile

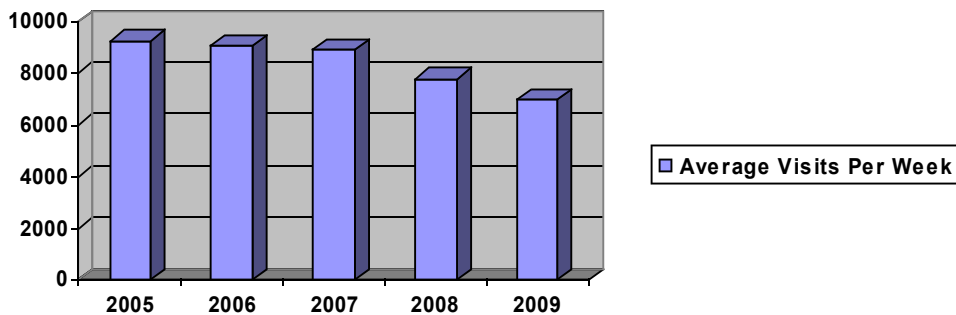
August 2010

Library & Community Profile: Duluth Public Library August 2010

LIBRARY STATISTICS

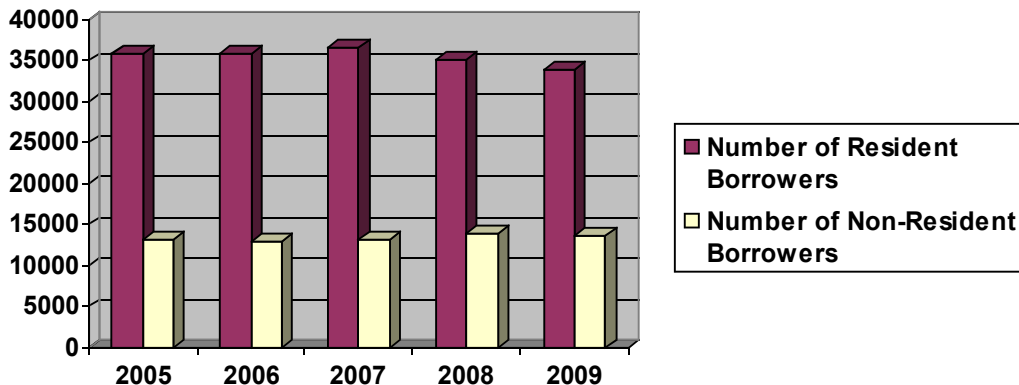
Library Traffic

Over the past five years, the Duluth Public Library has experienced a 44 % reduction in hours of weekly operation. The two branch locations received the largest hit, declining from 40 hours/week to just 15 hours/week at present. Hours at the Main library were also reduced, from 50 hours/week to the current 44. This reduction in hours has been accompanied by an overall decline in traffic into the libraries, with annual visits now 25 % lower than five years ago. Again, the impact has been more significant in the Mt. Royal and West Duluth branches (52 % and 40 % declines respectively), when compared to the 9 % traffic decline experienced at the Main location.



Number of Resident Borrowers

The library conducts ongoing, weekly purges of inactive users. The number of active borrowers has remained fairly constant over the past five years, with an overall decrease of less than 3 %. In addition, the proportion of resident and nonresident borrowers has also been consistent, with nonresidents comprising 28 % of total borrowers utilizing Duluth's public libraries. Based on recent population estimates, approximately 40 % of the City's residents have a public library card. However, a 2009 citywide survey indicated that about 71 % of residents had utilized a City library service in the previous 12 months. Of those using library services, three-quarters had done so three or more times during that year.



Collection Size & Circulation

Despite significant funding cuts in recent years, the collection budget has been spared.

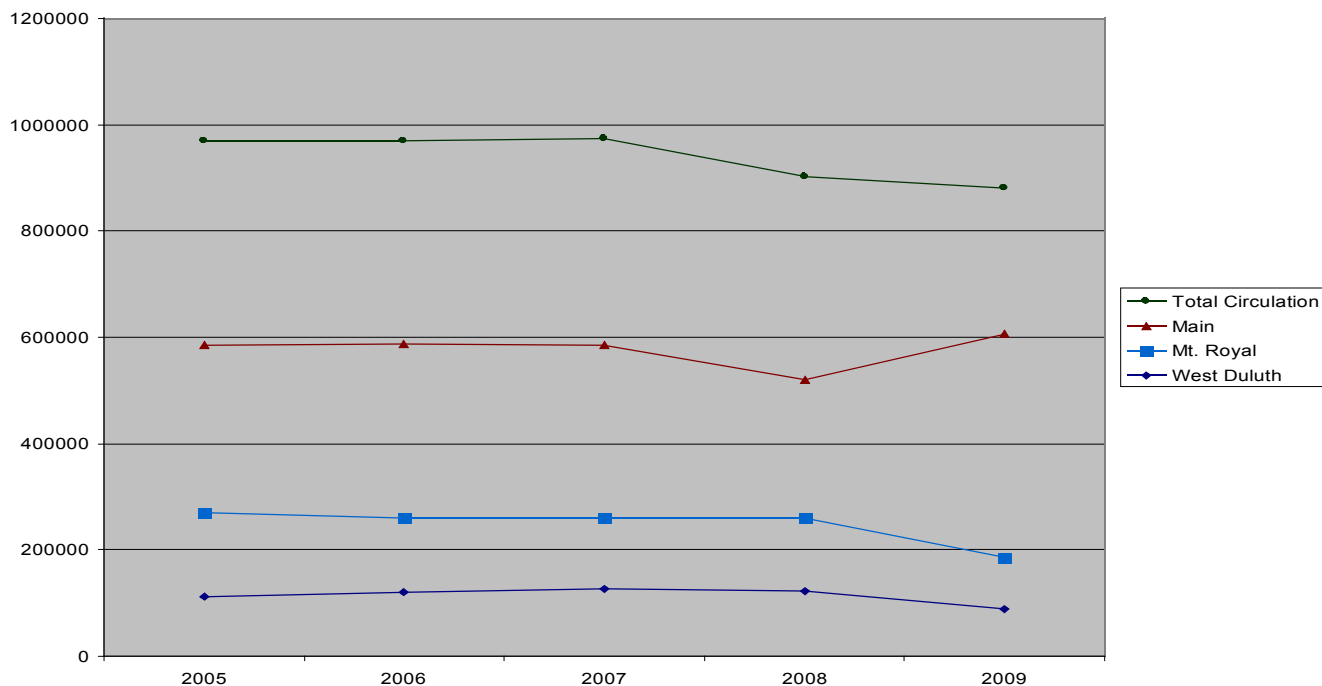
Type of Material	# of Items 2005	# of Items 2009	Change
Print	419,394	415,549	- 3,845
Audio/visual	33,983	36,858	+ 2,875
Multi-format	1,025	914	- 111
Other	161,971	167,620	+ 5,649
Total Collection:	616,373	620,941	+ 4,568

A May 2010 review of last check-out date identified 23,873 items, just 7 % of the library's total circulating collection, that have not been checked out during the past three years.

Location	% of Total Collection Housed	% of Total Circulation (2005)	% of Total Circulation (2009)
Main	75 %	60 %	69 %
Mt. Royal	15 %	28 %	21 %
West Duluth	10 %	16 %	10 %

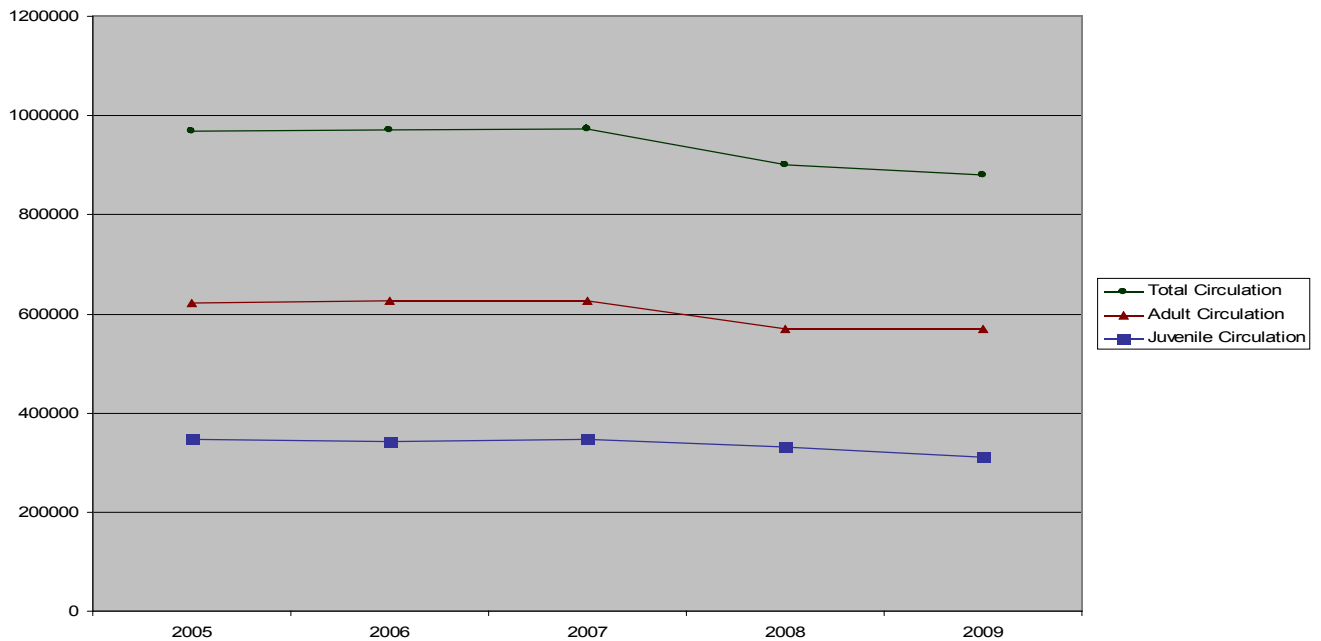
The overall circulation trend in Duluth was one of gradual increase until the change in service hours implemented two years ago. Since the 2007 peak, total circulation has dropped by 10 %. Within this larger pattern, there is variation by site. Circulation at Main has actually increased 4 % over 2007 levels while circulation at the branches has dropped by about 30 %. Despite this shifting of patrons to Main, the previous level of community usage is still not being achieved.

Circulation by Site



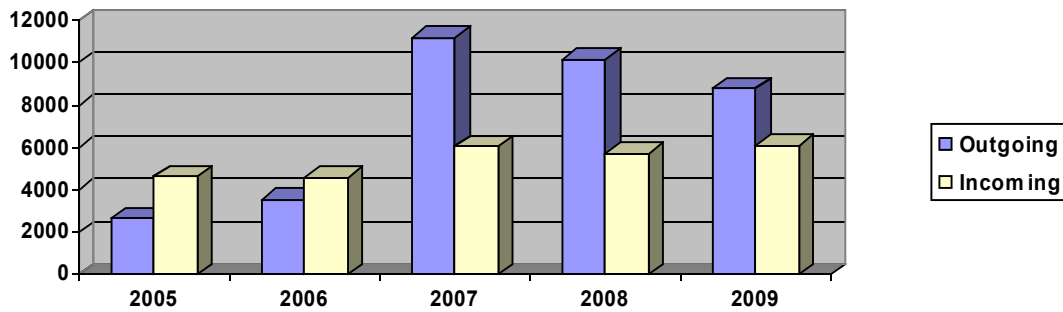
Although children make up approximately 20 % of the service area population, this age group uses a disproportionate amount of public library materials. Juvenile activity currently accounts for 35 % of the library's overall circulation. Data for the Mt. Royal location is even more striking, with 43 % of that branch's circulation attributed to juvenile items.

Circulation by Age Category



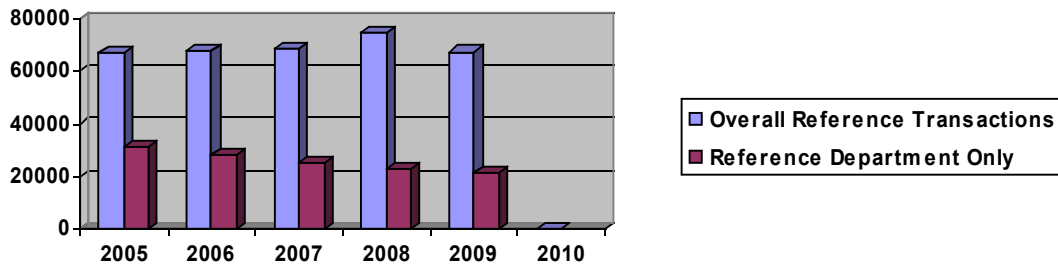
Inter-Library Loans

Inter-library loan activity has grown dramatically since 2005; especially outgoing materials which have increased more than three-fold.



Reference Requests

The overall number of reference transactions appears to have remained relatively stable during this timeframe. However, it should be noted that what is counted as a “reference request” includes patron requests for reader’s advisory, help with computers in the lab, and other questions from all areas of the library. In an attempt to examine the trend in more traditional reference, statistics were broken down by location. When looking at figures solely from the downtown Reference Department, reference transactions show a 31 % decrease, from 31,328 to 21,461, between 2005 and 2009.



Programs & Meeting Room Usage

Library-sponsored programming is currently offered only at the downtown location. Passes to Legacy activities are also available just at the Main library.

2009 Programming

Location	# Children's Programs	Attendance at Children's Programs	# Adult Programs	Attendance at Adult Programs
Main	272	10,373	100	4,011
Mt. Royal	0	0	0	0
West Duluth	0	0	0	0

There are two public meeting rooms available at the Main library. Usage has fallen significantly from 117 non-library sponsored events in 2007, to just 39 last year.

Public Computer/Internet Usage

The total number of public access computers declined from 27 in 2006, to 21 in 2009. However, the existing machines are being more heavily utilized – per machine usage increased 9% during this timeframe. Public computers are busiest at the Main location.

2009 Computer Usage

Location	# Public Access Computers	Usage Per Machine	Total Usage
Main	15	2,486	37,290
Mt. Royal	3	991	2,973
West Duluth	3	1,215	3,644
Totals:	21	2,091	43,907

Wireless service also became available at the Main library last year, and at the branches this month. Hits to the library's website homepage totaled nearly 205,000 in 2009 – up 25 % from five years earlier.

Note: Through addition of Gates Foundation computers, the current number of machines is Main 24, Mt. Royal 5, and West 4. Another 5 are slated for Mt. Royal next year, bringing the overall total to 38.

Operating Expenditures

Year	Staffing	Collection	Other	Total
2005	\$ 3,432,823	\$ 366,533	\$ 304,248	\$ 4,103,604
2009	\$ 2,997,982	\$ 416,421	\$ 319,980	\$ 3,734,383

The staffing level has declined by more than 20 FTEs during this timeframe. Current staff include librarians (20.49 FTEs), and other staff (23.97 FTEs). A number of staff work in multiple locations.

COMMUNITY DEMOGRAPHICS

The City of Duluth has experienced little net change in population since 1990. Below are some key demographic indicators [Figures taken from the U.S. Census Bureau's 2006-2008 American Community Survey (ACS) unless otherwise noted].

Time of Count	Number of Residents
1990 Census	85,493
2000 Census	86,918
2008 Census – ACS Estimate	86,287
2009 Census Official Estimate	84,419

Race & Age

The majority (92 %) of Duluth's residents are Caucasian. However, Census estimates indicate a growing population of color. In 2008, an estimated 7,250 persons of color were residing in the city. In addition, an estimated 949 individuals were of Hispanic heritage.

Age Group	Number of Residents	Percentage of Total Population
Children 0-17	16,883	20 %
Adults 18-64	58,055	67 %
Adults 65 & over	11,349	13 %

Education

Duluth has multiple K-12 education options including public, charter, and private schools; in addition to several institutions of higher education. The public school district, which enrolls the majority of students, reported a 2008 "on-time" graduation rate of 65.8 %. There is a significant gap in the graduation rate between racial groups however. Although 71 % of Caucasian students graduate on time, only 40 % of Black students and 21 % of Native American students do so [Source: MN Department of Education]. In addition, there are 259 children being home-schooled in the district. Of the population age 25 and over, 32% are estimated to have a bachelor's degree or higher.

School	Number of Students [June 2010]
ISD 709 Elementary Schools K-5 (11 schools)	3,831
ISD 709 Middle Schools 6-8 (2 schools)	1,810
ISD 709 High Schools 9-12 (3 schools)	2,989
ISD 709 Alternative 1-12 (10 programs)	409
Charter Schools (6)	2,100 *
Private Schools (10)	1,400 *
Total Students:	12,539

* Approximate enrollment.

Literacy

According to the National Center for Education Statistics, estimated literacy rates among adults improved in St. Louis County, and the state as a whole, between 1992 and 2003. An estimated 6 % of adults in St. Louis County lacked basic prose literacy skills in 2003, compared to 9 % in 1992.

Income

At \$41,873, Duluth's median household income is significantly lower than the overall state average of \$71,794. Furthermore, the City's current 7.5 % unemployment rate is higher than the Minnesota state figure of 6.8 % [*June 2010, DEED*]. The Census Bureau also estimates that Duluth's poverty rate is nearly twice that of the state overall, with 18.3 % of City residents living below the poverty line.

Housing

Housing Type	Percentage of Total
Homeowner (% of all occupied housing units)	62 %
Rental (% of all occupied housing units)	38 %
Vacant housing units	7.5 %

In 2008, the City's median home value was estimated at \$ 154,300, and the average rent was \$ 668.

Appendix D:

Staff Focus Group Summary

June-July 2010

STAFF FOCUS GROUPS
SUMMARY OF RESULTS
Duluth Public Library
June-July 2010

A total of 35 Duluth Public Library staff participated in a traditional SWOT analysis, with the following results.

STRENGTHS: *What does the library do best?*

Staff

New leadership coming in with a fresh perspective.
Staff are very service-oriented and helpful.
Positive customer service attitude among staff.
Staff want to help people find the answers they are looking for.
Excel at helpful, caring customer service.
Knowledgeable staff – very tenured.
Intelligent, educated, curious staff with good judgment.
Work well under pressure.
Staff like their jobs.
Labor contract protections give job security.

Collection/Materials

Collections are above average.
Range and depth of materials, including good local focus.
Strong in local history.
Strong Duluth/North Shore/Minnesota collection.
Excellent genealogy resources.
Selectors provide a great range of materials; good collection and databases.
Responsive to patron requests for specific materials.
Responsive and do a pretty good job keeping up with the wide range of things people want (“comic books to wireless”).
Put extra effort into more customized cataloging which makes searching easier.

Technology

New computer lab.
State of the art computer lab.
Internet and productivity computers.
Web access to materials and holds.
Electronic resources (databases).
Staff interested in keeping up with new technology and formats as they emerge.

Programming

Programming (computer classes, children’s programs, museum passes).
Patron computer classes.
One Book One Community.
Summer programs.
Excellent story times.

Relationship with the Community

There is a real sense of community with patrons at the branches.
Good image in the community.
Community has positive feelings about the library and sees it as a valuable resource.
Work with collaborative partners.
Active Friends group that raises substantial funds.

Specific Services

Youth services (including play area and circulation of toys).
Youth services are dynamic and a draw; lots of community involvement in this area.

Reference services.
Inter Library Loan.
Entertainment as well as education.

Universal Access

Good service to challenged individuals (e.g. group home residents).
Serve everyone equally regardless of class, race, etc.
Serve everyone regardless of circumstance or background.
Our library and staff welcomes children and teens.
Open to everyone in the community – we help everyone and respect privacy.

Our Setting

Main building and its location.
Nice facilities.
Provide a place that people want to come spend time in.

WEAKNESSES: *What do you think the library could improve?*

Technology

Lack a long-range, building-wide technology plan (no support staff, antiquated staff equipment, missing updates at branches). Dependent upon central City IT.
Lack own technology staff.
Computer and maintenance support come from other City departments – can't resolve problems internally and competing for their time with all other City units.
No library IT staff person; reliance on City results in continual backlog to keep everything running and we are not innovative. Limits what users can do, and our "wow" factor.
Not enough staff time and technical expertise to support computer lab users.
Only partially staffed in computer lab and software is not consistent.
No WiFi at branches.
Internet connection is too slow.
Website is not reaching its potential.
Technology – need to revamp website to improve access.
Staff computers are antiquated. (2)
Catalog software is clunky and not user-friendly for staff or patrons.

Staff Capacity & Work Conditions

Staff shortage.
Staffing numbers.
Budget and staffing level.
Not enough staff.
Staff burn-out (load too heavy, lack of variety/movement between different areas).
Try to do too much, but can't do it all well.
Very tenured staff; lack younger energy, new education, and tech savvy.
Lack of fresh ideas coming in due to staff longevity.
Staff training/development has dried up.
Staff workspace is inadequate in some areas.
Not all staff provide service in the same manner (e.g. homebound service changed, but not consistently applied).

Facility Issues

Main building (too small, HVAC, not a "warm" environment, no good teen space, elevator breakdown, poor space design especially with fewer staff).
Physical plant (layout, climate, airflow, space shortage, lack of proper storage, lobby design, pillars, lack of security for people and materials).
HVAC temperature control issues year-round.
Lobby/circulation area is crowded and confusing, not warm or welcoming.
Book drop is not ergonomic and damaging to materials.
Lack of security system.
No real security.
Physical space and services for teens.

Access

Limited hours, especially at branch locations.

Huge reduction in hours / open hours. (3)

Suspension of home delivery.

Parking cost and distance downtown.

Parking lot cost, distance and poorly maintained in winter.

Too few branches for the great geographic spread of the city; more locations would increase community support and involvement.

Branches lack certain services (wireless, programming, museum passes, etc).

Public Awareness

Lack of public awareness about what the library offers - not enough outreach presence.

Lack of public awareness of what library has available, especially technology.

Limited marketing and not using the newest methods for reaching people (e.g. Twitter).

OPPORTUNITIES: *What needs do you see in the community that could be opportunities for the library to make a difference?*

Programming

Increased programming.

Offer programming that lets people know what we have available (e.g. databases, grant writing, computer classes).

Offer more computer classes.

Job search support and classes; collaboration with Workforce Center.

Assistance with job search and unemployment benefits.

Build on programming (e.g. utilize plaza for musical performances).

Create more book groups.

Meeting community need for free or low cost events and materials.

Community Gathering Place

Make the library a Community Center (classes, chess clubs, UPS station, etc.).

Add a coffee shop.

Improve “hip factor” to encourage young adult usage of main library.

Community utilization of our meeting rooms and plaza as places to gather.

Increase utilization of library meeting rooms by the community; waive fee for nonprofits.

Technology

Technology is the way of the future – make state of the art technology available to everyone (library’s own broadband or fiber optic connection, online reference, searchable and well-organized website, more user-friendly interface with databases).

Media center.

Tools to reach out to people online.

Utilize more cutting-edge/ “wow” technology.

Potential of technology.

Collaboration

Collaborative opportunities with other units of the City and local government.

Show our appreciation and continue to build relationship with Clean & Safe Team.

Become more connected with other community organizations.

Depot – light rail potential; better pedestrian access.

Increased collaboration with other groups (e.g. after-school programs, other educational entities).

Improving Access

Remote return boxes in other locations.

Better access for working families and those without transportation.

Service to those who are home bound.

Striking a policy balance between protecting library assets and being patron-friendly (e.g. fines).

Financial & Volunteer Resources

Generate other sources of funding (e.g. from surrounding communities).

Funding opportunities such as grants.

We have support of the community - find ways to harness it.

Lots of interested volunteers but need to create opportunities for them.

Other

Genealogy center.

One-to-one research help for patrons.

Attract and engage teens and young adults to see how the library can be relevant to their lives (e.g. chat box on website for reference).

Advertise our services in new places – promote our relevance (e.g. movie theaters).

On-site staff training (technology, how to deal with special needs patrons, other topics).

THREATS: What outside forces do you feel could negatively affect the library?

Economic & Political

Bad economy. (2)

State and local funding.

State budget constraints – current policymakers not supportive of LGA.

Funding stream and policy.

Funding.

Privatization. (3)

Competing with other needs/areas that are seen as higher priorities within the City (e.g. police, fire).

Branches vulnerable to being cut.

Politics.

Dated civil service rules.

Our own union limits how we can deploy staff; rules cover a diverse City-wide membership and do not always fit well with how the library needs to function.

Potential for strike in future.

Public Perception

Negative image of civil service employees / anti-government feelings especially when strike is possible.

Anti-government sentiment / more negative feelings about public employees during tough economy.

Cut in hours and access has alienated patrons.

Members of public who don't see the library as a priority, or feel it is not needed in the Internet age.

Public with old-fashioned view of libraries think the availability of information and materials online makes the library unnecessary.

Some people feel the library is no longer needed in the Internet/e-book age.

Public taking the library for granted / not seen as vital like police and fire departments.

Lack of understanding by the public about what it takes to run a library, and what a value they are getting for a relatively small amount of tax dollars.

Expectations for the same level of service despite cutbacks.

Patron Behavior

Theft and vandalism.

Damage and theft by patrons.

Some patrons frighten other patrons (mental health issues, skateboarding, etc.).

Lack of sufficient resources in community for homeless (spending their day at the library).

Angry patrons can wear staff out.

Technology

Speed at which technology changes – difficult and expensive to keep up.

Rapid pace of technological advancement.

Becoming obsolete if we do not keep up with what people want.

Downtown Environment

Lack of parking downtown.

Traffic whizzing by.

Downtown is perceived as a dangerous place.

Appendix E:

Community Focus Group Summary

July - August 2010

Community Focus Groups – Summary of Responses

Duluth Public Library

July – August 2010

A total of 50 community leaders participated in a series of five focus groups. Representation included early childhood, K-12 & higher education, home-schoolers, youth programs, senior services, arts & culture, multi-cultural services, business community, labor, public broadcasting and other media, technology, services for persons with disabilities, public and university libraries, literacy initiatives, philanthropy, human/social services, recreation, college students, local elected officials, Congressional staff, city & county government, sustainability initiatives, the faith community, and a local author.

ELEMENTS OF A COMMUNITY VISION

Participants first imagined a time in the future when the community has achieved its full potential and everyone is proud to call it home. They then answered the question: *What does that success look like, and for whom?*

Who	Result
Young children	All enter school ready to read.
Young children	Are ready to learn when they enter school.
Children	Are all readers, go to school, and don't drop out.
Children	Grow and explore through a variety of activities (pools, gyms, reading centers, before-after school & summer programs, etc.).
Children	The basic needs of families are being met (e.g. jobs, healthcare, housing).
Students in grades K-16	Have the ability to think critically and evaluate what information is valid.
Teen parents	Understand they are their children's first teachers and have the skills to fulfill that role.
Families	Have free, safe, 24/7 Family Resource Center where they can interact with their children and access professional advocacy.
Families with children	Attracted to and retained in the community by the presence of strong schools.
Young children – Adults	Indoor places for large motor activities in winter.
Youth & Seniors	A connection is bridged between generations with each sharing their talents (e.g. youth – technology; seniors – history, culture and tradition).
Teens	Have a safe place to gather and play.
Adolescents	Have a path for their education and future work.
Students	A strong relationship between business and education (high schools, 2- and 4-year colleges) so young people are exposed to the jobs of the future.
Young Adults	Job opportunities (especially green jobs) that keep young people and their talents here and contribute to a thriving economy.
Adults 18 – 35	Have job opportunities that enable them to stay.

Young adults	The community has jobs and cultural amenities that attract young people to settle here.
People who want employment	Everyone who is able and wants to work has a productive job.
People of working age / Families	Everyone who wants a job can find one that pays a living wage.
Everyone	People have the education and jobs that make them self-sufficient / higher per capita income.
Job seekers	Support and resources for the unemployed and job/career changers.
Workers & employers	Have well-trained workers and good paying jobs for them locally; jobs relevant to the type of education available here.
Everyone	An innovative economy that attracts creative, artistic, entrepreneurs who create new business activity.
Everyone	The community attracts new jobs, people, and ideas that create revenue for the city.
Entrepreneurs	Have adequate training for starting up businesses; “angel investors” and venture capital for small business.
Potential business owners	Entrepreneurs are supported and more locally-run businesses are created.
Entrepreneurs	Successful small businesses.
Employers / Everyone	Supportive business environment.
Seniors	Are engaged in social activities and interaction.
Everyone	A sense of safety; people watching out for each other.
Neighborhoods	More involved in watching out for kids and keeping the community safe.
Neighborhood residents & businesses	Thriving neighborhoods with their own identities that are walk-able, and contain resources that make them self-sufficient (e.g. small businesses, grocery stores).
Neighborhoods / Everyone	Resources that are relevant to local needs made available where people live.
Everyone / the environment	Key services are located where the people are and on mass transit lines.
Everyone	Libraries have more accessible hours and are located in neighborhoods – where the people are – eliminating transportation barriers.
Everyone	Vibrant parks, recreation facilities, and libraries with accessible hours and locations; operated with significant community involvement & volunteerism (e.g. Chester Bowl model).
People who work during the day	Have access to library resources including extended hours.
Seniors	Have access to all services of the library and senior centers.
People with any type of disability	Universal accessibility (sidewalks, crosswalks, etc).
People with disabilities of all ages	Universal physical access to community services and events preventing isolation of those with disabilities.
Everyone	Have enough food to eat.
Formerly homeless	Everyone has a home/place to live.
Everyone	Affordable, safe housing and neighborhoods.
Everyone / Today’s poor	No more poverty and homelessness.
Everyone	Affordable, accessible care for physical and mental health.

Everyone	Universal access to affordable health care coverage.
People transitioning from incarceration.	Have services to help them become productive citizens and not re-offend.
Veterans	Aware of and have access to a range of services (1-stop shop).
Everyone	All have a place to worship.
Those without reliable transportation / Everyone	More advanced intermodal / coordinated transportation system for traveling within and out of the city.
Everyone / Non-drivers	Safe, healthy, year-round commuting choices.
Everyone	A green community including bike paths, public transit, water gardens, etc.
Everyone	All community members desire and attain a sustainable lifestyle (e.g. locally produced food, green energy/housing/ transportation, green reading).
Everyone	Energy self-sufficiency.
Everyone	Public spaces and natural/wild places are maintained.
Everyone	The City's green space is preserved; previously developed space is re-developed to accommodate new businesses.
Everyone	Community members feel a "power of place" through preservation of our natural environment and local culture.
Everyone	Thriving arts and culture in an active social environment that is welcoming to all people.
Everyone	The community supports an expanded arts and cultural life (including arts education) through their attendance and financial contributions.
Everyone	Awareness of our local history (e.g. historic architecture, labor movement).
Everyone	Utilization of indoor and outdoor public spaces for civic activities.
Everyone	Increased maintenance and accessibility to parks/green space, and outdoor activities for children and adults during all seasons.
People without computers	Access (including wireless) to the Internet throughout the community / Google fiber.
Low-income population	Have access to technology (e.g. Internet, e-mail) for research, education and job search.
Everyone	An informed population that has access to information in current technological formats.
Everyone	A coordinated way to find available services (easy to navigate "go-to" place); communication / integration between resources.
Citizens	More diverse opportunities and understanding.
Members of minority groups	Feel included in the community.
Everyone	Disagreements are dealt with in a positive, respectful way and our differences are celebrated.
City leaders & other stakeholders	Full implementation of the City's Comprehensive Plan, including the innovative solutions contained therein.
Government +	All units of planning authority are collaborating and building more community connections.
Citizens	City government that is transparent, responsive, and quick,

	with great customer service.
Taxpayers & Residents	Coordination across different governmental boundaries to achieve integrated, year-round use of community assets / infrastructure (e.g. school buildings, including school libraries).
Everyone	Think and act beyond city limits as a larger, regional community.

STATE OF THE COMMUNITY TODAY

Considering the community's current situation, participants were asked to identify: 1) conditions that could help the community move toward the vision outlined above (strengths & opportunities), and 2) conditions that might impede progress toward that vision (weaknesses & threats).

Strengths/Opportunities

- + Minnesota Nice.
- + People are willing to help one another.
- + People who care, are active and engaged, and take ownership.
- + High level of civic engagement. (2)
- + Many people willing to be involved.
- + People are politically active and high volunteerism.
- + Small groups of people are able to make noticeable things happen.
- + Active organizations and grassroots efforts that make things happen.
- + Many active service clubs.
- + Generous philanthropic spirit – setting example for the next generation.
- + Many local philanthropic foundations.
- + Local foundations.
- + Many mission-driven organizations doing good work.
- + Committed community organizations.
- + Many active nonprofits that meet lots of needs.
- + Strong nonprofit community with good leadership; doing good work.
- + Faith community – many churches plus CHUM are very involved and accepting.
- + Much collaboration and entrepreneurial efforts by local organizations.
- + High access to social services.
- + Vibrant education from birth to post-secondary.
- + Good schools overall.
- + Enhancement of schools underway through long-range facilities plan.
- + Education and training opportunities.
- + Universities and colleges.

- + Five college campuses.
- + Higher education opportunities here.
- + High literacy rate.
- + Skilled, productive, educated workforce.
- + Work culture that is proud of making things (from art to blue collar laborers).
- + Strong work ethic.
- + Diverse economy.
- + Duluth is a tourist magnet which has helped expand the economic base.
- + Tourism industry.
- + Active Chamber of Commerce.
- + Sense of opportunity.
- + Have resources for mid to large business development and technical support.
- + Residents support local businesses.
- + Great infrastructure (buildings, hotels, conference facilities).
- + Downtown revitalization.
- + Exciting new developments (businesses, restaurants) in Lincoln Park and other areas.
- + Near to large natural resources industries.
- + Natural resources (lake, ore, forests).
- + Beautiful natural environment.
- + Natural beauty of the area.
- + Lots of beautiful green space.
- + Four seasons.
- + Snow.
- + Clean water in our lake and streams.
- + Good water.
- + Natural beauty and outdoor activities (Spirit Mountain, parks, lake, trails, lake walk, etc.).
- + Healthy outdoor activity options.
- + Recreation options (lake, Spirit Mountain, trails, etc.).
- + Lake Walk and trails.
- + Excellent transportation (bus system, airport).
- + Good bus system and hiking/biking trails.
- + Transportation to support global commerce; positioned to get goods in and out.
- + Intermodal transit hub.
- + Central geographic location.
- + Short trip to access things in the city, to go to the countryside, to get to the Twin Cities.
- + Community is a good size (not too big, not too small), beautiful, and safe.
- + Relatively safe.
- + International recognition and replication of the domestic abuse intervention project.

- + Quality health care base.
- + Health care system.
- + Medical facilities.
- + Strong healthcare systems and alternative care options.
- + Strong arts and culture.
- + Vibrant and growing arts culture.
- + Vibrant arts community.
- + Investments made in local art/artists (music, theater, art).
- + New and improved DECC.
- + Public and other libraries.
- + Have libraries and parks
- + Many children's/family activities.
- + Renewal/strengthening of local institutions (zoo, children's museum, aquarium).
- + Open and accepting to GLBT members of the community.
- + Increasing ethnic diversity.
- + Demographic shift toward more diverse population; growing numbers resulting in greater voice for different views.
- + Proud of our history.
- + Preservation of our historical assets for residents and tourists.
- + Efforts underway to preserve historic structures.
- + Adaptive re-use and valuing of our historic resources (e.g. buildings).
- + Completion of new comprehensive plan / zoning ordinance.
- + Laid back attitude ("Sorels with skirts").
- + People choose to be here.

Weaknesses/Threats

- Lack of common community vision.
- Divide in values / different priorities for how to spend public dollars.
- Fight over philosophical differences.
- Divisive politics at all levels.
- Territoriality.
- East – West divide.
- Resistance to progress / naysayers ("we tried that once and it didn't work").
- Myths and misunderstandings on the part of community members.
- Anti-government sentiment.
- Not enough funding for schools, and bad feelings about loss of neighborhood schools.
- Children are not learning core things (grammar, etc.) in elementary and secondary education that they need in order to be prepared for the future.
- Educational gap – disparity in graduation rates for children of color.
- Not enough safe places / ways for teens to be involved in the community.
- Homelessness among youth.
- Lack of support for teen and single parents.

- Shortage of child care, especially infant care.
- Shortage of quality child care, no 24-hour child care for shift workers, business not partnering with child care.
- Lack of decent student housing is causing problems in our neighborhoods.
- High rate of poverty compared to the state average.
- Working poor.
- Rising cost of living.
- Lower average wage than the rest of the state.
- Lower average income than the metro, but cost of living is still relatively high.
- Cost of decent housing is not in alignment with local wages.
- Lack of employment opportunities for young adults/adults (“brain drain”).
- Lack of jobs that pay well for young people.
- Need to have a personal connection to find out about good paying job opportunities / “under the radar”.
- Shortage of good paying jobs (tourism replacing manufacturing).
- Loss of small local businesses to big box operations.
- Expansion of economic base has been largely in low-paying jobs.
- Anti-big-business attitude pits trees against development.
- Vacant businesses and buildings; weak retail and services downtown haven’t been revitalized yet.
- Not enough effort to attract new business.
- Not a very diverse community.
- Minnesota Nice / racism / classism.
- Isolation across culture, race, socioeconomic class, generations; and isolated from the rest of the state.
- Shifting “undesirable” people to certain areas of the City rather than addressing problems.
- Upscale development has pushed low-income households west; concentration of human service needs there.
- Inadequate accessibility to transportation for the physically disabled.
- City’s topography and buildings are not accessible, especially for people in wheelchairs.
- Geography makes it difficult to maintain infrastructure and locate resources conveniently (long, hilly city).
- Hills and distance from one end of the city to the other.
- Lack of services in predominantly low-income neighborhoods (e.g. no grocery store or library in Lincoln Park).
- Missing resources in each neighborhood (e.g. grocery stores, libraries), and public transportation doesn’t go everywhere.
- Not easy to navigate resources, especially if new to the community or in a new situation.
- Cuts to resources that equalize between haves and have-nots (e.g. libraries, schools).
- Financial pinch in every public institution (schools, city, county) makes it difficult to provide innovative things, loss of gathering places and activities that make our community a desirable place to live (library hours, the arts, parks, etc.).
- Public has lost the ability to dream; failure to consider parks and libraries as priorities in times of financial scarcity.
- Reduced library staff and hours.
- Lack of walk/bike-ability of the city.
- Failure to maintain streets and sidewalks.

- Poorly maintained infrastructure (buildings, roads, sidewalks).
- Aging infrastructure is expensive to replace, but a pressing need; diverts money from other things.
- Large and growing population of elders; young people continue to leave.
- Seniors become isolated and “drop out” of productive activity after they exit the work world.
- Not a large population of affluent people / major philanthropists.
- Decline of press and electronic media resulting in less information about what is happening in our community.
- Offenses to natural beauty /view.
- Most of our energy is coal based.
- Effects of pollution and global warming on our weather (more storms, lack of snow/ice, etc.).
- Cold weather is a challenge to attracting people.
- Weather is too cold for some people, and related costs (heating, plowing, etc.).
- Revenue shortfalls / lack of sufficient funding for everything.
- Huge financial challenges.
- Shrinking financial resources = instability for public services.

COMMUNITY NEEDS

Given where we are today, and where we want to go, participants responded to the question:
What needs to be done to make progress toward the vision?

Building Consensus on Priorities

- Develop consensus on a community vision; local leadership unite people around that vision.
- Conduct a process for the community to weigh-in on what its priorities are; identify dedicated funding to support those community priorities.
- Continue community conversation/forums (in-person, blogs) to help people be informed on City’s compelling issues, with a process that leads to results.
- Undertake a campaign to raise awareness about community problems and develop buy-in.
- Articulate our community assets / what we value.
- Address the fear-based perspective (“no money/can’t have), and replace with an awareness of the benefits of investing in quality of life assets, and a “find a way” attitude.
- Increase revenues in a sustainable way to support local priorities.

Economic Development

- City development of a PLAN to attract businesses to the area; bring all players together and collaborate.
- Identify and correct current obstacles to sustaining/expanding existing businesses, and development of new businesses with priority on living wage jobs.
- Grow local, small businesses that keep money here in the community / support for entrepreneurs.
- Continue to focus on creating jobs, including support for entrepreneurs.
- Increase patronage of our local businesses (“the little guys”).
- Bring in more large businesses that generate tax revenue.
- Media attention to celebrate local business successes.

Ensuring a Ready-Workforce

- Initiate more coordination between business and post-secondary education to reduce unemployment; create a better match between preparation and sustainable work.
- One-source job search center that aggregates postings from all sources and does free matching of job seekers and employers.
- Create more quality child care options to help parents maintain their employment.

Investments in Our Children

- Intergenerational literacy project through which seniors help young people.
- Make investments in children.
- Raise awareness about the value of investing in children and build support for school funding.
- Inventory current youth activities, determine which generate the results we are looking for, and identify gaps.
- Stimulate volunteerism / match people with opportunities to help; make volunteerism part of educational curriculum (elementary through post-secondary).

Consolidated Source of Community Information

- Single-source community calendar with print and online versions (possible redesign of City website?).
- Establish a centralized resource for information about what is happening locally (e.g. community calendar).
- Create awareness and appreciation of our unique local resources.
- Publicity and outreach to raise awareness of local arts activities.

Community Activities

- More free/low-cost activities that are welcoming, increase involvement and interaction between community members, and reflect the cultural diversity of our community (e.g. movies in the park).
- Find inclusive ways to get people to turn the TV off, get outside, and get involved (“Duluth No TV Day”).
- Establish more library and community center locations; conduct neighborhood surveys to evaluate need and determine which services in which areas.

Getting Around

- Create connections between green spaces and alternative, healthy, “people-powered” commuting methods (e.g. safe biking pathways).
- Develop an expanded / integrated transportation system.
- Repair streets and sidewalks, adding curb cuts for accessibility.

Leadership & Collaboration

- Engage in more regional collaboration (e.g. with communities that utilize Duluth’s assets but do not financially contribute).
- Eliminate duplication in nonprofits to spread the impact of each service and use funds most efficiently.
- Develop strong leadership of nonprofit and public entities.

Other

- Find ways to promote critical thinking, curiosity, and creativity (is there an App for that?).
- Be willing for change to start here; take more risk.
- Improve quality and affordability of housing for low-income people.

- Greater law enforcement presence in the community to raise the level of safety.
- Support Local Government Aid model (Minnesota Miracle).

LIBRARY PRIORITIES

Finally, participants were asked to vote on library priorities by answering: *What roles can the Library focus on to make the greatest contribution toward addressing community needs?*

Library "Service Responses"	Number of Votes
Connect to the Online World: Public Internet Access	36
Create Young Readers: Early Literacy	31
Know Your Community: Community Resources & Services	27
Learn to Read & Write: Adult, Teen, and Family Literacy	25
Satisfy Curiosity: Lifelong Learning	25
Be an Informed Citizen: Local, National, and World Affairs	23
Visit a Comfortable Place: Physical & Virtual Spaces	21
Build Successful Enterprises: Business & Nonprofit Support	19
Understand How to Find, Evaluate, and Use Information: Information Fluency	17
Stimulate Imagination: Reading, Viewing & Listening for Pleasure	16
Celebrate Diversity: Cultural Awareness	15
Make Career Choices: Job & Career Development	13
Make Informed Decisions: Health, Wealth, and Other Life Choices	11
Get Facts Fast: Ready Reference	7
Succeed in School: Homework Help	7
Discover Your Roots: Genealogy & Local History	4
Express Creativity: Create and Share Content	1
Welcome to the United States: Services for New Immigrants	1