Hibbing
Public Library
2011 – 2016 Strategic Plan

Adopted by the Library Board:
July 13, 2011

Prepared by:
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THE PLANNING PROCESS:

The Hibbing Public Library completed a comprehensive strategic planning process between January and May 2011. 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, and Friends of the Library.

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.

WHAT WE FOUND:

The City of Hibbing is centrally located on the Iron Range, and functions as a regional hub with retail, medical, and transportation services. However, new census figures show that the city continues to experience a declining population. Hibbing has higher than average unemployment and poverty rates compared to the state overall, and the poor economy has resulted in an additional drain of professionals from the community in recent years. The city has also earned the unfortunate reputation of being rather unfriendly to newcomers and to business development.

The difficult economy has had negative impacts on municipal services as well, including the public library. In 2009, budget reductions resulted in significant staffing cuts and a 20% cut in hours the library is open. This change, in which Saturday hours were completely eliminated, has been associated with further decline in library visits and circulation, especially circulation of children's items. The shortage of staff also resulted in discontinuing the availability of library meeting rooms, which had been heavily used by community groups. There may be a silver lining however, with the successful introduction of an Indoor Play Park in this space.

One area of continued growth at the library is the utilization of public access computers and wireless internet. Although the library is meeting this need, the aging facility (circa 1953) poses many short and long-term challenges to staying technologically current.

Several key themes were reinforced in local focus groups. Community leaders emphasized that technology is the way of the future, and recognized the library's role in providing access for the many residents who cannot afford to own computers. Training on both computer basics and the how-to's of new devices were also identified as needs. In addition, the community is concerned about youth and families, and places value on early literacy. Leaders called for more opportunities for families to do things together, for parents to connect with other parents, and children to interact with other children. Families are under stress, and children are less able to get to the library than ever before. Primary strategies the library will employ to address these challenges are increased outreach and partnerships with other family-serving organizations.

ORGANIZATIONAL VALUES:

- ❖ We value a welcoming environment for all.

- ❖ We value lifelong growth and development.

- ❖ We value collaboration with other community organizations.

- ❖ We value access to a wide range of resources.

- ❖ We value creativity and flexibility in delivering what the community needs within the available budget.

MISSION STATEMENT:

The Hibbing Public Library helps everyone succeed by providing technology to access the online world, introducing children to a lifetime of reading and learning, and bringing enjoyment into people's lives.

LIBRARY GOALS (In order of priority):

1. Everyone will have free use of the latest technology to access global information and communication.

2. Children, their families, and caregivers will have positive experiences that create successful young readers who value lifelong learning.

3. People's lives will be energized and enriched through reading, viewing, listening, and sharing.

PROGRESS INDICATORS (Year 1):

Goal 1 (Connect to the Online World)

- ✓ Number of public access computer user sessions.
- ✓ Number of participants in technology-related workshops/classes.
- ✓ Participant evaluations of technology workshops/classes (*e.g. did you learn something new; are you more comfortable using this technology after participating in the training; how will you use what you learned?*).
- ✓ Number of hours completed by staff in continuing education on technology.
- ✓ Number and percentage of staff who have attained all basic technology competencies.

Goal 2 (Create Young Readers)

- ✓ Number of outreach story time sites/partnering organizations.
- ✓ Number of outreach storytimes conducted and number of participants.
- ✓ Number of children's programs and number of participants at the library.
- ✓ Annual parent/caregiver feedback surveys for preschool & toddle time story hours (*e.g. has library story time been a positive experience for you and your child(ren); has participation in story time increased your child's interest in books and reading; has participation in story time led to more reading-related activities at home?*).
- ✓ Summer Reading Program completion rate.
- ✓ Number of adults participating in an early literacy workshop.
- ✓ Participant evaluations of early literacy workshop (*e.g. did this workshop help you to better understand how children develop literacy skills; did you learn something new to try at home that will support your child in getting ready to read?*).
- ✓ Circulation of learning kit and toy collection.

Goal 3 (Stimulate Imagination)

- ✓ Utilization of new graphic novel/comic book section.
- ✓ Number of staff quick picks posted on library blog.
- ✓ Number of blog visitors.
- ✓ Number of enrichment program participants.
- ✓ Participant evaluations of Legacy events.

IMPLEMENTATION STEPS:

Implementation Steps	Timeline
1. Present strategic plan to Library Board for adoption. Present adopted plan to City Council.	June – July 2011
2. Communicate the new plan to other stakeholders and the public.	July – August 2011
3. Review strategic plan progress as a regular agenda item at staff meetings; make mid-course corrections and update action plan.	**Monthly**

4. Discuss strategic plan progress as regular agenda item at Library Board meetings.	**Monthly**
5. Compile progress indicator data for annual review.	**Annually 2012 - 2016** (March)
6. Board/staff annual 'retreat' to review implementation successes and challenges (including indicator data), review goals, revise strategies, and project budget needs.	**Annually 2012 - 2015** (April)
7. Staff develop action plans for the next year.	**Annually 2012 - 2015** (April – June)
8. Full round of strategic planning.	**Spring 2016** (New plan in place by July 1, 2016)

APPENDICES:

Appendix A – Year 1 Action Plans

Appendix B – Library & Community Profile

Appendix C – Community Focus Group Summary

Appendix D – Library SWOT Analysis

Appendix A:

YEAR 1 Action Plans
July 1, 2011 – June 30, 2012

GOAL # 1: <u>Everyone will have free use of the latest technology to access global information and communication.</u>

<u>Strategy A</u>: Patron Self-Service Computer Time Management

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Complete research on new self-service software and purchase.	Nancy	July 1, 2011
2. Develop and implement plan for re-configuration of 26 public access computers in an orderly fashion (including upgrade to Windows 7, new security, and new self-service software).	Nancy (Chuck)	December 31, 2011
3. Train ALL staff on new system.	Nancy	November 30, 2011
4. Educate patrons about new self-service system: - Develop handout with written instructions. - Create signage. - Provide one-to-one assistance.	Cheryl Ginny All Staff	December 31, 2011 December 31, 2011 Daily (Beginning December 31, 2011)

<u>Strategy B</u>: Connectivity

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Manage library hookup to fiber optic line.	Nancy (Bill, Ginny, ALS)	September 30, 2011
2. Wi-Fi troubleshooting: - Develop troubleshooting checklist & procedures. - Train ALL staff.	Nancy (Ginny)	December 31, 2011 December 31, 2011

<u>Strategy C</u>: Staff Technology Expertise

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Develop a list of basic technology competencies that all staff need to achieve.	Nancy	December 1, 2011
2. Assess skill levels of each staffperson, identify areas for improvement, and develop individual training plans.	Nancy & Ginny	January 15, 2012
3. Complete training to reach basic competencies, per individual training plans.	All Staff	June 30, 2012

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
4. Re-assess competencies of each staffperson and develop plans to address any remaining weaknesses.	Nancy & Ginny	June 30, 2012

5. Devices for hands-on learning:
  ▪ Research in-demand devices (e.g. iPad, Nook, Kindle) and approach Friends of the Library for financial support.
  ▪ Purchase devices.
  ▪ Learn basic functions of devices.
	Cheryl
	
	Cheryl
	ALL Staff
	(e-Folio?)
		August 31, 2011
		
		October 1, 2011
		December 1, 2011

6. Develop plan and provide training necessary for transition of primary technology duties to Chuck as Nancy moves toward retirement.	Nancy (Chuck)	June 30, 2012

Strategy D: Technology Training for Patrons

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE

1. Computer classes:
  ▪ Host beginning user series and advanced class series during Community Education fall term.
  ▪ Host beginning user series and advanced class series during Community Education winter term.
	Nancy
	(Community Education)
		December 31, 2011
		
		April 30, 2012

2. Plan, promote, and hold a pre-holiday tech device "petting zoo" workshop.	Cheryl (e-Folio?)	December 15, 2011
3. Provide one-to-one patron support and teaching for common devices.	ALL Staff	Daily (Beginning December 1, 2011)

Strategy E: Hardware & Software

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Administer, update and maintain City/Library website.	Nancy & Cheryl	Weekly
2. Develop plan/cycle for software replacement to maintain consistency across all public computers.	Nancy (Chuck)	March 31, 2012
3. Solicit bids and replace leased hardware as per 3-year plan.	Ginny & City Administration (Nancy, Chuck)	2013

GOAL # 2: <u>Children, their families and caregivers will have positive experiences that create successful young readers who value lifelong learning.</u>

Strategy F: Outreach		
ACTION STEPS	**PERSON RESPONSIBLE**	**COMPLETION DATE**
1. Building new collaborative relationships: ▪ Meet with organizations that work with families/children "at-literacy-risk" and explore ways to work together (WIC, HRA, Play Park, Literacy Action Center).	Chuck	August 31, 2011
▪ Conduct outreach visits to partner programs including a story time activity, distribution of free books, and promotional materials for library events/Imagination Library/toy lending, etc.	Chuck	Monthly (September 2011 – June 2012)
2. Conduct outreach story time in Head Start classrooms.	Chuck	Weekly (October 2011 – May 2012)
3. Increase visible presence of Children's Librarian: ▪ Develop a plan to modify children's end of front desk to be child-friendly, safe, and functional for staff to work in; approach Friends for financial support.	Ginny & Chuck	January 31, 2012
▪ Complete construction and systems work to modify desk. ▪ Children's Librarian stationed in new work area 3:00 – 5:00 PM daily during the school year.	Ginny (Contractor, Nancy, Chuck) Chuck	August 31, 2012 September 1, 2012 – May 31, 2013

Strategy G: Children's Programming		
ACTION STEPS	**PERSON RESPONSIBLE**	**COMPLETION DATE**

1. Pre-literacy skills training:
  ▪ Research availability of staff training on pre-literacy skills.
  ▪ Participate in training.
	Chuck
	Chuck
		July 1, 2011
		June 30, 2012

2. Story Times: ▪ Plan, promote and conduct 3 semesters of weekly preschool-focused story times including stories, songs, and large muscle time in the Play Park.	Chuck	Weekly (Summer, Fall & Spring)
▪ Plan, promote and conduct 3 semesters of weekly toddler-focused story times following similar format.	Chuck	Weekly (Summer, Fall & Spring)
3. Summer Reading Program: ▪ Make school classroom visits to promote summer program.	Chuck	May 31, 2011 & 2012
▪ Plan, promote and conduct 9-week program with incentives and weekly events.	Chuck	August 1, 2011
▪ Examine completion numbers and develop strategies to increase completion rate next summer.	Chuck	August 31, 2011

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
4. Plan, promote and hold 9 evening family programs (e.g. movie night, kids' cookery, live entertainment), including 3 community celebrations (see Goal 3).	Chuck	9 Months (September 2011 – May 2012)

Strategy H: Programming for Parents & Caregivers

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Find a collaborative partner to provide relevant training to parents and caregivers (e.g. Extension Service, ECFE, schools, county social services).	Chuck	December 31, 2011
2. Plan, promote and hold 1 workshop for adults on an early literacy topic.	Chuck (Collaborative Partner TBD)	May 31, 2012
3. Place cart with parenting books & board books and signage in the Play Park.	Chuck	September 30, 2011

Strategy I: Children's Collection & Materials

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Purchase children's educational software and install on 2 machines in children's area.	Chuck (Nancy)	January 31, 2012
2. Books with CDs:		
▪ Increase books-with-CD collection by 100 new sets; eliminate cassettes.	Chuck	June 30, 2012
▪ Improve display of these items.	Chuck (Interns)	June 30, 2012
3. Learning Kit & Toy Collection:		
▪ Change records to allow anyone to check out toys and learning kits; make decision regarding ILL circulation.	Nancy & Cheryl	June 30, 2012
▪ Inform staff of change.	Chuck	2012
▪ Promote availability of toys to the public.	Chuck	2012
4. Maintain presence of a Library Pet in the children's area.	Chuck	Daily

GOAL # 3: People's lives will be energized and enriched through reading, viewing, listening, and sharing.

Strategy J: Materials & Collection

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Utilize full annual budget dedicated to DVD line items: ▪ Maintain DVD collection at current overall size, replacing damaged/lost items if highly used; purchase local copies of items frequently requested through ILL. ▪ Increase number of child/family-oriented within total DVD collection.	Nancy Chuck	December 1, 2011 December 1, 2011
2. New graphic novel & comic book section in computer lab: ▪ Select display racks and approach Friends for financial support. ▪ Poll youth regarding most popular materials. ▪ Purchase 100 YA/adult comic books & graphic novels, with special emphasis on those linked to current movies and poll results. ▪ Catalog new materials, coded not available for ILL. ▪ Set up new section. ▪ Monitor use for 2 months and recommend whether to grow this area.	Chuck Chuck Chuck Nancy & Cheryl Chuck Chuck	October 31, 2011 October 31, 2011 November 30, 2011 February 15, 2012 February 29, 2012 April 30, 2012
3. Analyze Church Library Network commitment weighing resource inputs and outcome benefits; determine whether to continue or terminate.	Ginny (Nancy, Cheryl, Bill)	February 29, 2012

Strategy K: Readers' Advisory

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. On blog, promote books upon which new movies are based.	Nancy, Cheryl & Chuck	Monthly (July 2011 – June 2012)
2. Staff quick picks: ▪ Set up template for staff recommendations on blog. ▪ Train all staff on how to use the blog template. ▪ Each staffperson contributes 1 "reading/viewing/listening" recommendation (book, movie, website, album, etc.) to the blog each month.	 Cheryl Cheryl All Staff	 September 15, 2011 September 30, 2011 Monthly (October 2011 – May 2012)

Strategy L: Programming

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Plan, promote and conduct community celebrations:		
▪ Cool Evening	Ginny	September 30, 2011
▪ Yuletide	Ginny	December 31, 2011
▪ Spring event	Ginny	May 31, 2012
2. Plan, promote and conduct Hot Reads adult winter reading program.	Nancy	February 29, 2012
3. Plan, promote and conduct One Book One Community program including a possible author visit.	Nancy (Friends)	April 30, 2012
4. Plan, promote and conduct events as a partner in Dylan Days.	Ginny	May 31, 2012
5. Promote and host selected Legacy events that support Library goals.	Nancy & Chuck	June 30, 2012

Strategy M: Book Clubs

ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Support local book clubs by obtaining books, providing background material & discussion guides; provide meeting space for the Great Books Club.	Nancy (Cheryl)	Monthly (July 2011 – June 2012)
2. Online book club:		
▪ Promote online book club through the library blog.	Cheryl	Quarterly
▪ Add signage to promote online teen book club in the YA area.	Chuck	August 31, 2011
▪ Monitor statistics to evaluate usage and cost-benefit of this resource.	Nancy	June 30, 2012

Strategy N: Displays

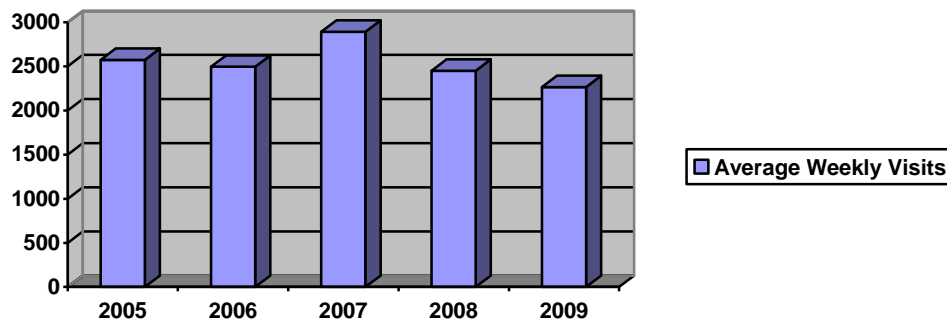| ACTION STEPS	PERSON RESPONSIBLE	COMPLETION DATE
1. Front window displays:		
▪ Maintain a schedule of displays that rotates every 2 weeks (4 weeks during December), including displays sponsored by community groups.	Nancy	Monthly (July 2011 – June 2012)
▪ Develop displays that support library programming & collections.	Nancy	Per program schedule
2. Develop children's book displays that rotate every 2 weeks (weekly during the Summer Reading Program).	Chuck	Weekly (June – July) Monthly (August – May)
3. Develop and rotate book displays for adults 6 times per year.	Nancy & Cheryl	Every other month (July 2011 – June 2012)

Appendix B:

Library & Community Profile
February 2011

Library & Community Profile:
Hibbing Public Library

I. LIBRARY STATISTICS
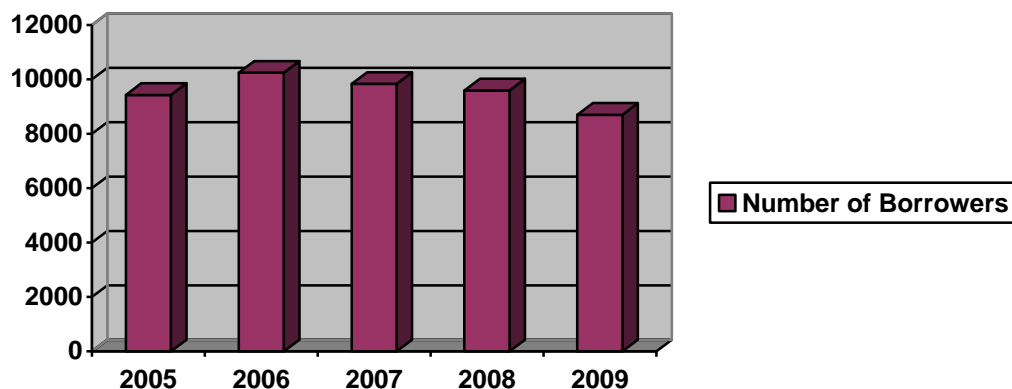
Library Traffic

As a result of staffing cuts, the Hibbing Library eliminated Saturday hours in early 2009. This change reduced weekly hours of operation from 60 to 52. Traffic into the library previously fluctuated around the 2,500 visits/week mark, but has taken a downward turn in conjunction with the loss of Saturday hours.

Number of Resident Borrowers

In the past, all library card holders were maintained in the system regardless of whether they were active. In 2004/2005, ALS began purging inactive users on a periodic schedule. Dips in the number of borrowers in 2007 and 2009 are at least in part reflective of the purge process. According to current population estimates, about 54 % of Hibbing's residents have library cards.
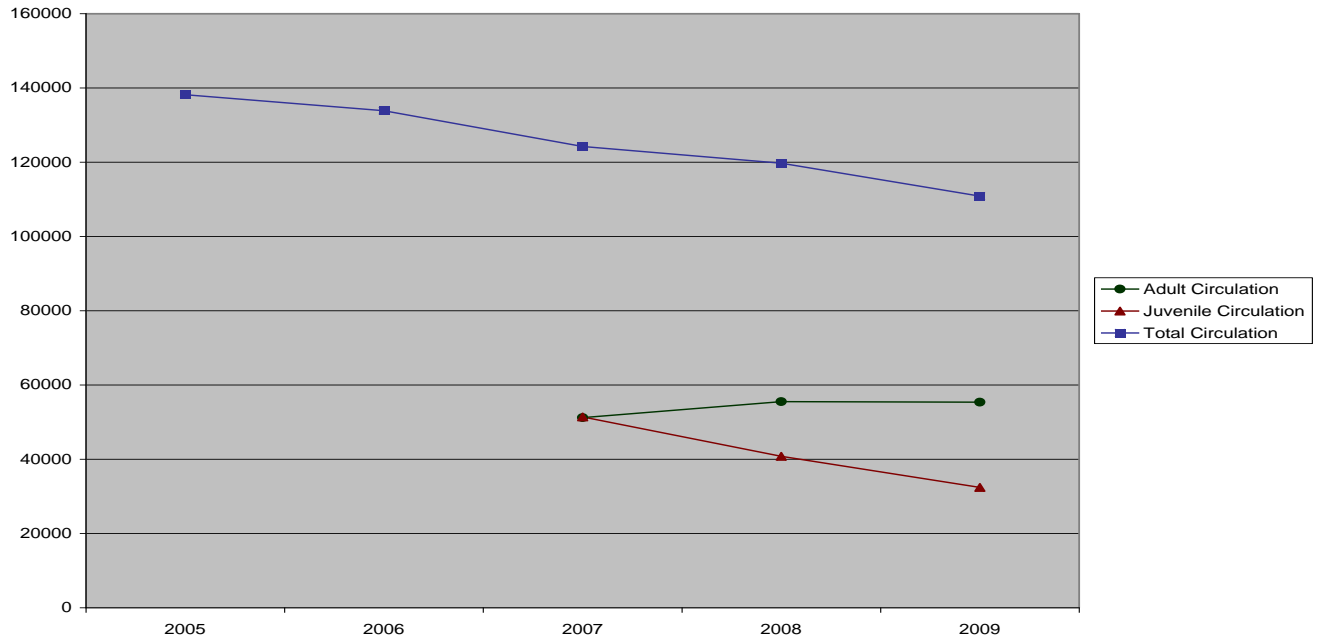

Collection Size

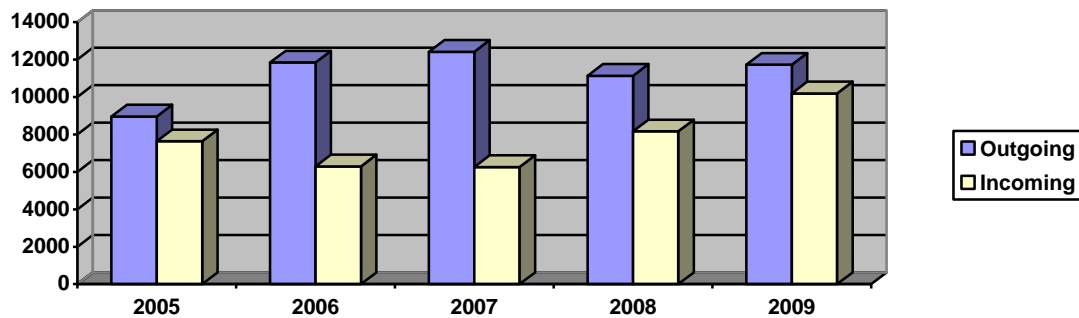| Type of Material	2005	2009	Change
Print	90,510	68,882	- 21,628
Audio	3,266	4,488	+ 1,222
Video	4,119	4,752	+ 633
Multiformat & Other	147	594	+ 447
Total Collection:	**98,042**	**78,716**	**- 19,326**

A January 2011 review of last check-out date identified 12,409 items, approximately 16 % of the library's total collection, that have not circulated during the past three years.

Circulation

The overall circulation trend in Hibbing is gradually declining. Total circulation in 2009 was 20 % lower than five years earlier. Since 2007, this trend is mainly attributable to a decline in circulation of juvenile materials. During the same time period, adult usage actually increased slightly (8 %). The current circulation breakdown includes 50 % adult, 29 % juvenile, and 21 % audiovisual materials.
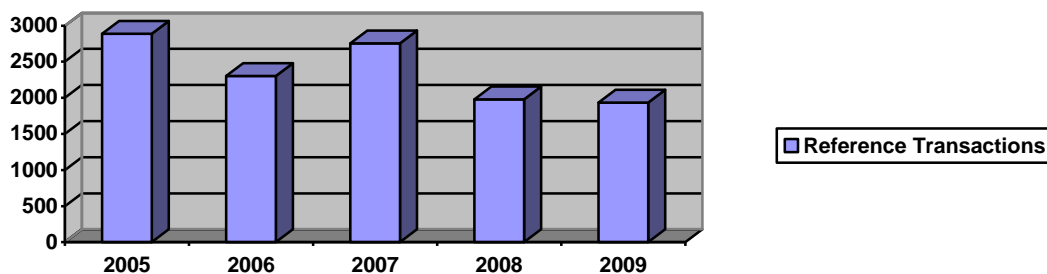

Inter-Library Loans

Inter-library loan activity has increased significantly, both provided and received.

Reference Requests

The number of reference transactions has declined over the past five years, consistent with the national trend for this service.
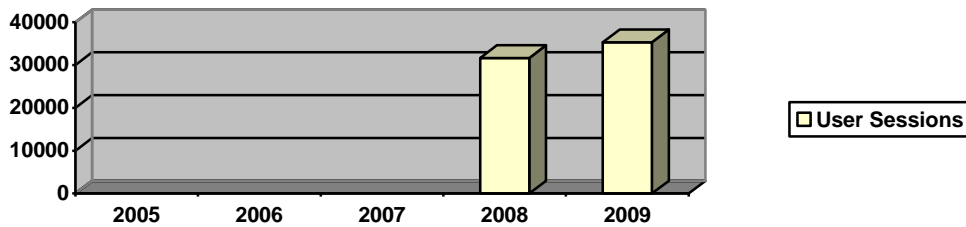
Programs & Meeting Room Usage

The number of library-sponsored programs has decreased sharply from 266 in 2005, to 139 in 2009. The current focus is on children's programs which draw the largest audiences.

In 2009, the library also discontinued the provision of meeting space for public use. Prior to that, the room was utilized for up to 351 community meetings per year.

Target Audience	Number of Programs	Type of Programs	2009 Attendance
Adults	27	Computer classes, community & family events (Dylan Days, Cool Evening, Yuletide)	880
Young Adults	5	Ghost Chasers, gaming events, movies	66
Children	107	Weekly story times, tours, class visits, summer & winter reading programs, special monthly programs (authors, artists, music, games, magic, etc.)	3,554
		Total Attendance:	**4,500**

Public Computer/Internet Usage

The library has a total of 27 public access computer terminals. Usage has increased by 12 % since data collection began in 2008. Wireless service is available, with an estimated 308 average monthly logins during 2010. Also in 2010, the library's website received an average of 14,968 page views per month, and the blog had an average of 330 visitors per month. There are 469 people currently following the library's Twitter postings.

Operating Expenditures

Year	Staffing	Collection	Other	Total
2005	$ 510,608	$ 76,885	$ 135,377	$ 722,870
2009	$ 541,919	$ 55,241	$ 110,209	$ 707,369

Current staff includes a Library Director, two Librarians, four Technicians, and student aides/interns, totaling 8.0 FTEs. Two additional full-time Technician positions are on hold due to a City hiring freeze.

COMMUNITY DEMOGRAPHICS

The City of Hibbing has experienced a nearly 11 % decrease in population since 1990. Below are some key demographic indicators [*Figures taken from the 2000 U.S. Census unless otherwise noted*].

Time of Count	Number of Residents	Change from Previous Period
1990 Census	18,046	
2000 Census	17,071	- 975
2009 Estimate	16,106	- 965

Race & Age

The vast majority (97 %) of residents are Caucasian, but the 2000 Census recorded 455 persons of color residing here. In addition, 116 individuals identified themselves as Hispanic.

Age Group	Number of Residents	Percentage of Total Population
Children 0-17	3,891	23 %
Adults 18-64	9,808	57 %
Adults 65 & over	3,372	20 %

Education

The Hibbing Public School District operates three elementary schools and a high school. The District's 2009 on-time graduation rate was 78.4 % [*Source: MN Department of Education*]. In addition, there are two private schools and 31 children being home-schooled in the district. Of the population age 25 and over, 10 % have an associate's degree and 17 % have a bachelor's degree or higher.

School	Number of Students [January 2011]
ISD 701 Washington Elementary (K-2)	312
ISD 701 Greenhaven Elementary (K-2)	241
ISD 701 Lincoln Elementary (3-6)	709
ISD 701 Hibbing High School (7-12)	1,130
Assumption School (K-6)	147
Victory Christian Academy (K-6)	90
Total Students:	**2,629**

Income

At $ 33,346, the median household income in Hibbing was significantly lower than the statewide figure of 47,111. The 2000 Census also indicated that 11.7 % of Hibbing residents, or 1,949 individuals, were living below the poverty line. The City's current unemployment rate of 8.5 % is higher than the state's overall figure of 6.8 % [*December 2010, DEED*].

Housing

Housing Type	Percentage of Total
Homeowner (% of all occupied housing units)	75 %
Rental (% of all occupied housing units)	25 %
Vacant housing units	7.4 %

In the year 2000, the City's median assessed home value was $ 61,600, and average rent was $ 351.

Appendix C:

Community Focus Group Summary
February 2011

Community Focus Groups – Summary of Responses
Hibbing Public Library
February 2011

A total of 30 community leaders participated in the focus group. Representation included early childhood and K-12 education, academic libraries, local media, health care, youth/students, school psychology, literacy programs, banking, human services, the arts, employment & training, businesses, veterans, emergency services, municipal employees and the faith community. In addition, participants indicated active volunteerism in a wide range of community causes and events.

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 learn, and have full-day/full-week educational experience beginning in Kindergarten.
Children & teens	Have more positive, community-based activity options other than sports.
Children	Youth are active and have safe ways to play creatively outside; encouraged by their parents to do these things as a family.
Youth	Feel included and a part of things.
School-age youth	Everyone completes high school; zero drop-outs.
Teens & Young Adults	A feeling of belonging / being part of the community.
Young Adults	Have the preparation needed for employment.
Young Adults	Job opportunities that draw them back to the community after going away to school.
Families	More opportunities to get together with other families; parents connecting with other parents, children meeting other children.
Parents	Have parenting skills and support they need to raise healthy children.
Parents	Fully engaged in parenting, care about their children's education, helping them learn to read, providing alternatives to videogames.
All ages	Everyone learns to read by 3rd grade; all adults are able to read and write.
Senior citizens	Have a variety of housing options.
Senior citizens	Feel socially connected and are not lonely.
Seniors	Have the services needed to make their senior years comfortable.
Everyone (especially seniors)	Affordable health care and insurance.
All ages	Have a community center/Y –type facility that holds all kinds of activities plus recreation/fitness options.
Newcomers	Greeted with acceptance from "locals".
Newcomers (Individuals & Businesses)	Are welcomed.
Businesses	All our storefronts are full and busy.

Everyone	Plenty of good paying, steady jobs.
Everyone	Possess a positive attitude about our community.
Everyone	Optimistic outlook about the future, especially with regard to work and government services.
Everyone	Display community pride by keeping up our neighborhoods, and providing volunteer help for those who can't maintain their property on their own (absence of blight).
Everyone	Regain a real sense of community.
Everyone	Are aware of community issues.
Everyone	Acknowledge and accept diversity.
Everyone	Full implementation of the Safe Streets Plan / easier and safer to get around town.
Everyone	Have ways to get around town, especially in winter (transit plus).
Everyone	Reliable public transportation.
Everyone	A fully active green community (sustainability, carbon-neutral, supports physical activity through bike routes/walking paths).
Everyone	A "crimeless" community where people feel safe leaving their doors open and keys in the car; zero DWIs, drugs, domestic assaults, etc.
Everyone	Secure and safe community where neighbors feel connected and watch out for one another; good police-fire service.
Everyone	Increased influence of faith-based organizations as a social good in the community.
Everyone	A thriving arts community (visual, dance, theater, music).
Everyone	Continue personal development and learning throughout their lifetimes.
Everyone	Have access to technology to get information they need.
Everyone	Free highest speed Internet.
Everyone	Deal with problems early (early intervention) so we can turn them around.
Everyone	Have the education, life & family skills needed to function in society and be productive adults.
Everyone	Absence of hunger and homelessness.
Everyone	People are healthy and have their basic needs met (affordable health care and housing).
Everyone	Age-appropriate activities and forms of entertainment, including family-oriented and outdoor.
Everyone	Opportunities for intergenerational contact, sharing, and learning from one another.

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

+ Geographic location.
+ Centralized location on the Range.
+ Connections to other communities / "Range residents".
+ Decently sized town.
+ Have a real downtown/center and it is lovely.
+ Good public works (snow removal, etc).
+ Good K-12 education.
+ High standing of education (all levels).
+ Historic high school / auditorium.
+ Colorful and interesting history and the role of diversity in shaping the community.
+ Community pride and sense of history.
+ Good medical facilities.
+ Medical facilities.
+ Airport.
+ The Library.
+ Dog park.
+ Parks.
+ Woods, lakes, trails, parks, playgrounds, boat landings, golf courses, etc.
+ Many recreation opportunities for all seasons.
+ All four seasons.
+ Clean water resources.
+ Clean environment.
+ Government and nonprofit agencies are very interested in collaborating to get the best outcomes.
+ Good work ethic for the most part.
+ Good work ethic.
+ People are willing to be involved and looking for opportunities.
+ Many active churches.
+ Diversity of churches.
+ Active civic organizations.
+ Many activities for adults (softball, ski club, etc.).
+ Youth athletic programs.
+ Lots of things for children to do (sports, community ed offerings, etc.).
+ New opportunities in mining leading to growth and greater stability.
+ Low cost of homeownership and cost-of-living.
+ Lowest gas prices on the Range.
+ Huge amount of wealth, but it is discrete.
+ Access to higher education (2 & 4-year).
+ Strong arts community, including music.
+ Access to world class museum and other attractions (Discovery Center, Greyhound Museum, mine overlook, etc.).
+ Hometown to many famous people.

Weaknesses/Threats
- Not a welcoming community / "clannish" and takes a long time to get to know people; no longer a Welcome Wagon.
- Newcomers are called "packsackers".
- Generally negative attitudes.
- Perception that Hibbing is boring.
- People are not aware of what is going on; have to hunt for it.
- Tight financial resources / poor economy.
- Singe-source economy / reliance on mining.
- Lack of jobs.
- Lack of money to spend.
- Not welcoming to businesses either.
- Competition between communities for economic development.
- Division among leaders.
- Lack of transparency and public confidence in City Hall.
- Lack of ethical behavior.
- Lack of vision for the future – do not make changes until forced to (reactive stance).
- Dependency on government.
- Lack of volunteers.
- Alcohol and drug use problems, including among young people.
- Youth are drifting – lack of jobs here, not a real understanding of community.
- Organizations that promote values are not getting the involvement of young people.
- *Very* young unwed parents.
- Lack of teen / young adult activities.
- No alternative to traditional high school.
- Brain drain – students go away to college and don't come back.
- Lack of connection between education and the community; decreasing participation in community education / lifelong learning.
- Lack of retail shopping.
- Shortage of low-income housing.
- Huge drug and alcohol problem.
- Racism.
- Older / aging community, at least in image.
- Aging population and community infrastructure.
- Not supportive of arts culture – very sports-oriented.

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?

- Advocate for community-wide high speed Internet access; look ahead to where the technology is going. This will support commerce.
- Extend high speed Internet/Wi-Fi access to every household and throughout the community, including maximizing use of technology in the library as a public access point and community information center.
- Advocate for state law change to open up 'bricks & mortar' funding for digital access projects.
- Improve access to free information needed to be a member of the community (local issues, events, activities) including but not limited to upgrading the City's website.
- Raise community awareness about what is going on / community calendar with all types of activities; use methods that reach out to where people are. Chamber is one player in this.

- Develop the community gathering spot/community center concept that is family-friendly; consider current assets such as the Library, indoor playground, and church facilities.
- Get families most in need of services participating in what is available (ECFE, etc.).
- Cultivate more personal responsibility and positive attitudes; get people involved in being part of finding solutions rather than just complaining.
- Ensure that our two key assets – mining and the natural environment/tourism – are balanced and can continue to co-exist.
- Build more public-private partnerships and lessen our reliance on government to do it all.
- Bring together a local "Think Tank" to develop a proactive vision and plan to move us into the future.
- Start a Charter school with focus on the arts and nontraditional learning methods.
- Be a community model in developing green energy – residences, businesses, every City building with a solar panel; utilize local college programs in wind and solar.
- Re-invigorate retail commerce (a department store, etc.).
- Cultivate an attitude of welcoming change / be open to changing how we do things (e.g. "We've always done it that way" mentality is NOT attracting the next generation to join existing groups).
- Create a youth drop-in center with recreation opportunities and access to services.
- Community outdoor pool.

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	24
Create Young Readers: Early Literacy	22
Know Your Community: Community Resources & Services	19
Satisfy Curiosity: Lifelong Learning	14
Stimulate Imagination: Reading, Viewing & Listening for Pleasure	11
Build Successful Enterprises: Business & Nonprofit Support	11
Learn to Read & Write: Adult, Teen, and Family Literacy	10
Succeed in School: Homework Help	10
Visit a Comfortable Place: Physical & Virtual Spaces	10
Make Informed Decisions: Health, Wealth, and Other Life Choices	8
Make Career Choices: Job & Career Development	7
Be an Informed Citizen: Local, National, and World Affairs	5
Get Facts Fast: Ready Reference	4
Understand How to Find, Evaluate, and Use Information: Information Fluency	4
Express Creativity: Create and Share Content	3
Celebrate Diversity: Cultural Awareness	3
Discover Your Roots: Genealogy & Local History	1
Welcome to the United States: Services for New Immigrants	1

Appendix D:

Library SWOT Analysis
February 2011

STAFF FOCUS GROUP
SUMMARY OF RESULTS
Hibbing Public Library
2-18-11

A total of six (6) staff participated in a traditional SWOT analysis, with the following results.

STRENGTHS: *What does the library do best?*
- Staff are very adaptable, "survivors".
- Have streamlined processes.
- Bend-over-backwards-to-help customer service.
- Only City department where you will always get a live answer on the telephone.
- We find what patrons need even if we don't have it in our own collection.
- A lot of programming – something each month.
- Wi-Fi plus many public access computers – patrons usually don't have to wait.
- Move right along at the front desk – no waiting in line.
- Combat loneliness.
- Wide variety in our collection including newest items, award winners, and best sellers; variety of formats.
- A safe place to come for free.

WEAKNESSES: *What do you think the library could improve?*
- Not enough money or staff.
- Not completely current with technology for public or staff (training, laptops, iPads, etc.).
- Many issues with the 1953 facility (HVAC, windows, flooring, cleaning, electrical not built for current technology, lack of space); patched-together.
- Not very good at promoting the library's services – need more visibility and awareness, not reaching everyone, low program attendance.

OPPORTUNITIES: *What needs do you see in the community that could be opportunities for the library to make a difference?*
- Indoor play park has brought in families we might not otherwise see.
- More tasks of daily life need to be done online; library provides computer access for those who are low-income.
- Higher patronage in economic recession.
- There is still a community need for training on computer skills and other tech devices; offered previously but lost due to staff reduction.
- Potential partnerships with other organizations.
- Participation in ALS system – increasing Inter-Library Loan, electronic books, MN Link access.

THREATS: *What outside forces do you feel could negatively affect the library?*
- Demographic shift in clientele – many professionals have left with bad economy; community's average level of education is declining making it more challenging to assist people.
- Library is an easy target for local and state politicians; among City departments we are not seen as very important.
- Range preference for outdoor activities over library-related ones.
- Significant portion of young families are in jeopardy (single parents, very young parents, low-paying employment, drugs, etc.).