

# Cloquet Public Library 2009 – 2013 Strategic Plan

Adopted by the Board of Directors:  
April 28, 2009

*Prepared by:  
Whitney Crettol Consulting*

## PLANNING PROCESS:

The Cloquet Public Library completed a comprehensive strategic planning process between November 2008 and March 2009. This process was made possible through financial support from the Arrowhead Library System. Composition of the Planning Team included representatives from the Library Board, Foundation, Friends, City Council, administration and staff.

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 focus groups with community leaders and with staff, 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, 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.

## ORGANIZATIONAL VALUES:

We believe the Cloquet Public Library is an essential community information and social resource. We value:

- A **family-based library**, where children and adults alike are encouraged and helped to learn to read, to love reading, and to continue reading throughout their lives.
- A library that is **equally open and accessible** to all who wish to use it.
- A **welcoming environment with friendly, courteous, and helpful staff** who make every visit to the library a positive and worthwhile experience.
- **Services relevant** to the ever-changing educational, business, and recreational needs of the community, providing problem-solving information, entertainment, thought-provoking materials, technology, programs, and any help necessary to access and use all that we offer.
- **Community ownership** of the library, where residents are aware of, participate in, and contribute to its mission and goals.

## MISSION STATEMENT:

*The Cloquet Public Library helps to build a democratic and engaged community by providing a welcoming space, resources and programs that support children's literacy and the fulfillment of lifelong learning, interests and goals.*

## LIBRARY GOALS (In order of priority):

- 1. Adults will maintain active minds, keeping pace with their recreational interests and essential life skills.**
- 2. All children will develop an enthusiasm for reading and learning, and be able to read independently by age nine.**
- 3. Community members will be aware of and participate in local activities and decision-making.**
- 4. Community members will find enjoyment and relieve stress.**
- 5. Students will get out-of-school help they need to achieve their educational potential.**

## PROGRESS INDICATORS:

### Goal 1 (Lifelong Learning)

- ✓ Number of participants in adult programs.
- ✓ Evaluation survey of adult program participants regarding whether they learned something new.
- ✓ Circulation of enhanced nonfiction sections.

### Goal 2 (Create Young Readers)

- ✓ Number of children and adults participating in children's programs.
- ✓ Number of hits to the library's children's page.

### Goal 3 (Be An Informed Citizen / Know Your Community)

- ✓ Number of hits to the online community calendar.
- ✓ Number of hits to the library's community links page.
- ✓ Attendance at the legislative forum.
- ✓ Number of organizations posting events on the online community calendar.

## IMPLEMENTATION STEPS:

| <i>Implementation Steps</i>  | <i>Timeline</i>  |
|--|--|
| 1. Present strategic plan to Board for adoption.   | April 2009   |
| 2. Communicate the new plan to stakeholders and the public.  | April – May 2009   |
| 3. Review strategic plan progress as a regular agenda item at staff meetings; make mid-course corrections.   | <b>Monthly</b>   |
| 4. Discuss strategic plan progress as regular agenda item at Board meetings.   | <b>Monthly</b>   |
| 5. Compile progress indicator data for annual review.  | <b>Annually 2010 - 2013</b><br>(January)                     |
| 6. Board/staff annual ‘retreat’ to review implementation successes and challenges (including indicator data), review goals, revise strategies, and project budget needs. | <b>Annually 2010 - 2013</b><br>(January)                     |
| 7. Staff develop action plans for the next year.   | <b>Annually 2010 - 2013</b><br>(February - March)            |
| 8. Full round of strategic planning.   | <b>Winter 2013/2014</b><br>(New plan in place by March 2014) |

# Appendix A:

## YEAR 1 Action Plans April 2009 – March 2010

**GOAL # 1: Adults will maintain active minds, keeping pace with their recreational interests and essential life skills.**

| <b>Strategy A: Adult Programming</b>   |                           |                        |
|--|---------------------------|------------------------|
| <b>ACTION STEPS</b>  | <b>PERSON RESPONSIBLE</b> | <b>COMPLETION DATE</b> |
| 1. Create a Program Committee: <ul style="list-style-type: none"> <li>▪ Develop a written statement of committee structure and process.</li> <li>▪ Recruit committee members (up to 6).</li> </ul>   | Mary<br>Gail              | May 2009<br>May 2009   |
| 2. Develop annual program plan: <ul style="list-style-type: none"> <li>▪ Programming themes in support of established library priorities.</li> <li>▪ Goal of 18 programs with at least one per month (including One Book One Community).</li> <li>▪ Establish a consistent “Program Night” that the community can count on.</li> </ul> | Program Committee (Gail)  | May 2009               |
| 3. Coordinate and promote the planned programs.  | Program Committee (Gail)  | <b>Monthly</b>         |
| 4. Promote availability of library meeting rooms on the website.   | Web Master                | April 2009             |

| <b>Strategy B: Displays / Exhibits</b>   |                           |   |
|--|---------------------------|---|
| <b>ACTION STEPS</b>  | <b>PERSON RESPONSIBLE</b> | <b>COMPLETION DATE</b>                            |
| 1. Displays: <ul style="list-style-type: none"> <li>▪ Dedicate display case and power wall to children’s themes.</li> <li>▪ Rotate display case and power wall to reflect monthly programming themes.</li> </ul> | Lis<br>Karen              | June - August<br><b>Monthly</b> (September – May) |
| 2. Art Exhibits: <ul style="list-style-type: none"> <li>▪ Rotate Picturing America prints.</li> <li>▪ Solicit local artwork to rotate every six months.</li> </ul>   | Volunteer<br>Volunteer    | May 2009<br>New exhibit to begin October 2009     |

| <b>Strategy C: Technology</b>                                  |                           |                        |
|--|---------------------------|------------------------|
| <b>ACTION STEPS</b>  | <b>PERSON RESPONSIBLE</b> | <b>COMPLETION DATE</b> |
| 1. Develop funding plan and replace 8 public access computers. | Mary                      | March 2010             |

| <b>Strategy D: Collection Development</b>   |                           |                        |
|---|---------------------------|------------------------|
| <b>ACTION STEPS</b>   | <b>PERSON RESPONSIBLE</b> | <b>COMPLETION DATE</b> |
| 1. Identify top 3 lifelong learning areas for weeding and development (Year 1: careers, financial advice, medical). | Mary                      | March 2010             |

GOAL # 2: All children will develop an enthusiasm for reading and learning, and be able to read independently by age nine.

| <b>Strategy E: Early Childhood Programming</b>  |                           |  |
|---|---------------------------|--|
| <b>ACTION STEPS</b>   | <b>PERSON RESPONSIBLE</b> | <b>COMPLETION DATE</b>   |
| 1. Story Time: <ul style="list-style-type: none"> <li>▪ Increase annual story time schedule by 2 additional weeks.               <ul style="list-style-type: none"> <li>– Lap Sit (0-2 years)</li> <li>– Preschool (3-5 years)</li> </ul> </li> <li>▪ Bedtime Stories twice per year.</li> </ul>                                  | Lis<br><br>Lis            | <b>Weekly (37 weeks)</b><br><b>Weekly (37 weeks)</b><br>Fall 2009 & Winter 2009/2010 |
| 2. Outreach: <ul style="list-style-type: none"> <li>▪ Survey local early childhood programs to determine their level of interest in outreach story time (ECFE, Head Start, Tribal Head Start, family child care providers, child care centers).</li> <li>▪ Develop a plan for delivering children’s outreach services.</li> </ul> | Lis<br><br>Lis (Mary)     | October 2009<br><br>January 2010   |
| 3. Story Kits: <ul style="list-style-type: none"> <li>▪ Request funds from Friends or Cloquet Community Foundation.</li> <li>▪ Create 10 new story kits.</li> </ul>   | Lis                       | March 2010   |

| <b>Strategy F: School-Age Programming</b>  |                           |                                     |
|--|---------------------------|-------------------------------------|
| <b>ACTION STEPS</b>  | <b>PERSON RESPONSIBLE</b> | <b>COMPLETION DATE</b>              |
| 1. Conduct monthly after-school enrichment programs for grades K-5.  | Lis (Community Education) | <b>Monthly</b><br>(September – May) |
| 2. Summer Reading Program: <ul style="list-style-type: none"> <li>▪ Conduct classroom visits to promote summer program.</li> <li>▪ Offer summer program with weekly special events.</li> </ul> | Lis<br>Lis                | May 2009<br>June – August 2009      |
| 3. Conduct an annual reading or writing challenge for school age children.   | Lis                       | March 2010                          |

| <b>Strategy G: Family Programming</b>  |                           |                        |
|--|---------------------------|------------------------|
| <b>ACTION STEPS</b>  | <b>PERSON RESPONSIBLE</b> | <b>COMPLETION DATE</b> |
| 1. Offer 6 evening guest performance or events per year (every other month). | Lis                       | Beginning May 2009     |

| <b>Strategy H: Resources</b>  |                           |                        |
|---|---------------------------|------------------------|
| <b>ACTION STEPS</b>   | <b>PERSON RESPONSIBLE</b> | <b>COMPLETION DATE</b> |
| 1. Examine options to open up children’s/family area.               | Mary (Lis)                | March 2010             |
| 2. Solicit additional funds for expansion of children’s collection. | Mary (Library Foundation) | March 2010             |

**GOAL # 3: Community members will be aware of and participate in local activities and decision-making.**

| <b>Strategy I: Community Information Center</b>   |                           |  |
|---|---------------------------|--|
| <b>ACTION STEPS</b>   | <b>PERSON RESPONSIBLE</b> | <b>COMPLETION DATE</b>                                 |
| 1. Develop online community calendar: <ul style="list-style-type: none"> <li>▪ Develop a list of local organizations that have activities to post on the calendar.</li> <li>▪ Research self-serve calendar options (e.g. Google, KAXE).</li> <li>▪ Set up calendar and link directly from City, Chamber, and school websites.</li> <li>▪ Enter library events and events for web-challenged organizations.</li> <li>▪ Make initial contact to local organizations to introduce calendar, and request brochures for reference binder.</li> <li>▪ Newspaper and radio coverage of new community calendar to inform the public.</li> <li>▪ Contact school and any new organizations added to contact list to introduce calendar.</li> <li>▪ Review who is posting and follow-up with “missing” organizations.</li> <li>▪ Assign and train a staffperson to take over Web Master responsibilities.</li> </ul> | Marilyn (Staff input)     | April 2009   |
|   | Mary                      | May 2009   |
|   | Mary                      | May 2009   |
|   | Rosemary                  | Monthly (begin May 2009)                               |
|   | Marilyn                   | June 2009  |
|   | Mary                      | <b>Quarterly</b> (begin June 2009)                     |
|   | Marilyn                   | September 2009   |
|   | Marilyn<br>Mary           | <b>Quarterly</b> (begin September 2009)<br>August 2009 |
| 2. Local services binder: <ul style="list-style-type: none"> <li>▪ Create 3-ring binder of local services (brochures, etc) for desk reference.</li> <li>▪ Update binder quarterly.</li> </ul>   | Rosemary                  | May 2009   |
|   | Rosemary                  | <b>Quarterly</b> (begin August 2009)                   |

| <b>Strategy J: Civic Engagement.</b>  |                           |                        |
|---|---------------------------|------------------------|
| <b>ACTION STEPS</b>   | <b>PERSON RESPONSIBLE</b> | <b>COMPLETION DATE</b> |
| 1. Legislative forum: <ul style="list-style-type: none"> <li>▪ Contact state delegation regarding post-session community briefing.</li> <li>▪ Promote event through news media.</li> <li>▪ Host forum.</li> </ul> | Mary                      | April 2009             |
|   | Mary                      | 2 weeks prior to event |
|   | Board Chair               | June 2009              |



# Appendix B:

## SWOT Analysis November 2008

STAFF FOCUS GROUP  
SUMMARY OF RESULTS  
Cloquet Public Library  
11-21-08

A total of nine (9) staff participated in a traditional SWOT analysis, with the following results.

STRENGTHS: *What does the library do best?*

- Collection development.
- Provide a space in community for meetings, gatherings, “extension of your livingroom”.
- Computers are very busy, especially for internet access.
- Staff are dedicated and want to help patrons.
- Information hub – we go the extra mile to locate information or resources.
- Children’s services (summer reading program is fun and educational, story times, programs, guests).
- Consistent service even around a construction mess (flexible, we’re good at change).
- Good hands-on Board, Foundation Board, and Friends – active, contribute financially and working.

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

- Not enough hours.
- Not enough space (Specifically : 1. Enclosed space for teens, and 2. Need to get more creative with layout – prioritizing what we need to keep).
- Not enough computers.
- Staff need technology classes in order to keep up.
- Someone to greet, spend more individual time out beyond the desk helping people find things.
- Not enough staff to cover everything (FTEs have been reduced, work spread across those who remain).
- Limited budget.
- Lack a quiet space.
- Lack criteria for volunteer program.

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

- More help for patrons (especially seniors) with electronic tax forms & accessing qualified advice.
- Cultivating partnerships with other entities (community education, etc.).
- Teens & tweens don’t have anywhere to go for productive activity.
- Seniors (55+) interested in lifelong learning, computers, programming.
- Volunteers – create more opportunities to match their strengths.
- New fundraising efforts.

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

- City, county, state, federal funds threatened in bad economy.
- Lay-offs.
- Philosophy that libraries are non-essential to a community, thus low priority.
- Rapidly changing technology means it is hard to keep up with patron’s needs (technological gizmos, software).
- Negative word-of-mouth & old public perceptions (e.g. libraries are not all quiet space anymore).

## Appendix C:

# Library & Community Profile

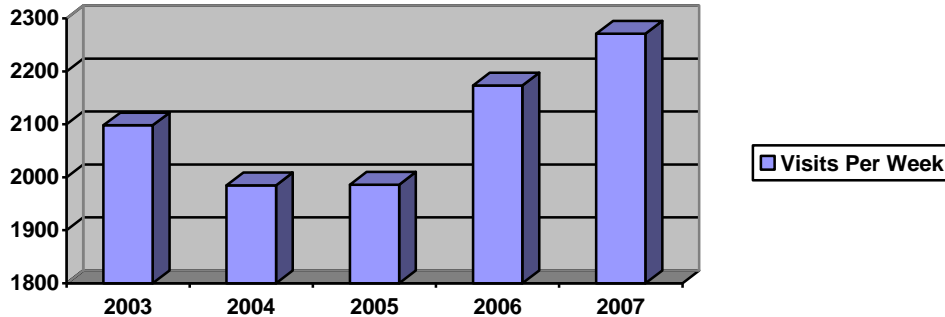
January 2009

# Library & Community Profile: Cloquet Public Library

## I. LIBRARY STATISTICS

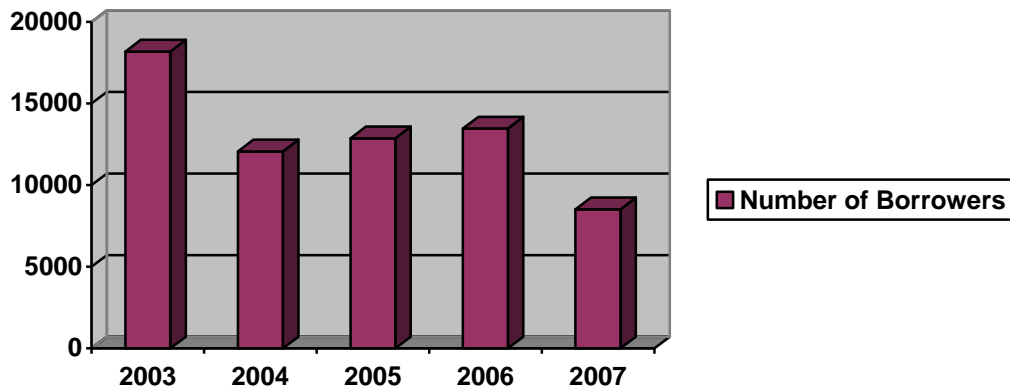
### Library Traffic

The Cloquet Library is currently open 51 hours per week, compared to 47 hours per week during the prior four years. Weekly visits have grown by 8 % over this period.



### 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. Significant dips in the number of borrowers then, and again in 2007, are reflective of the purge process.

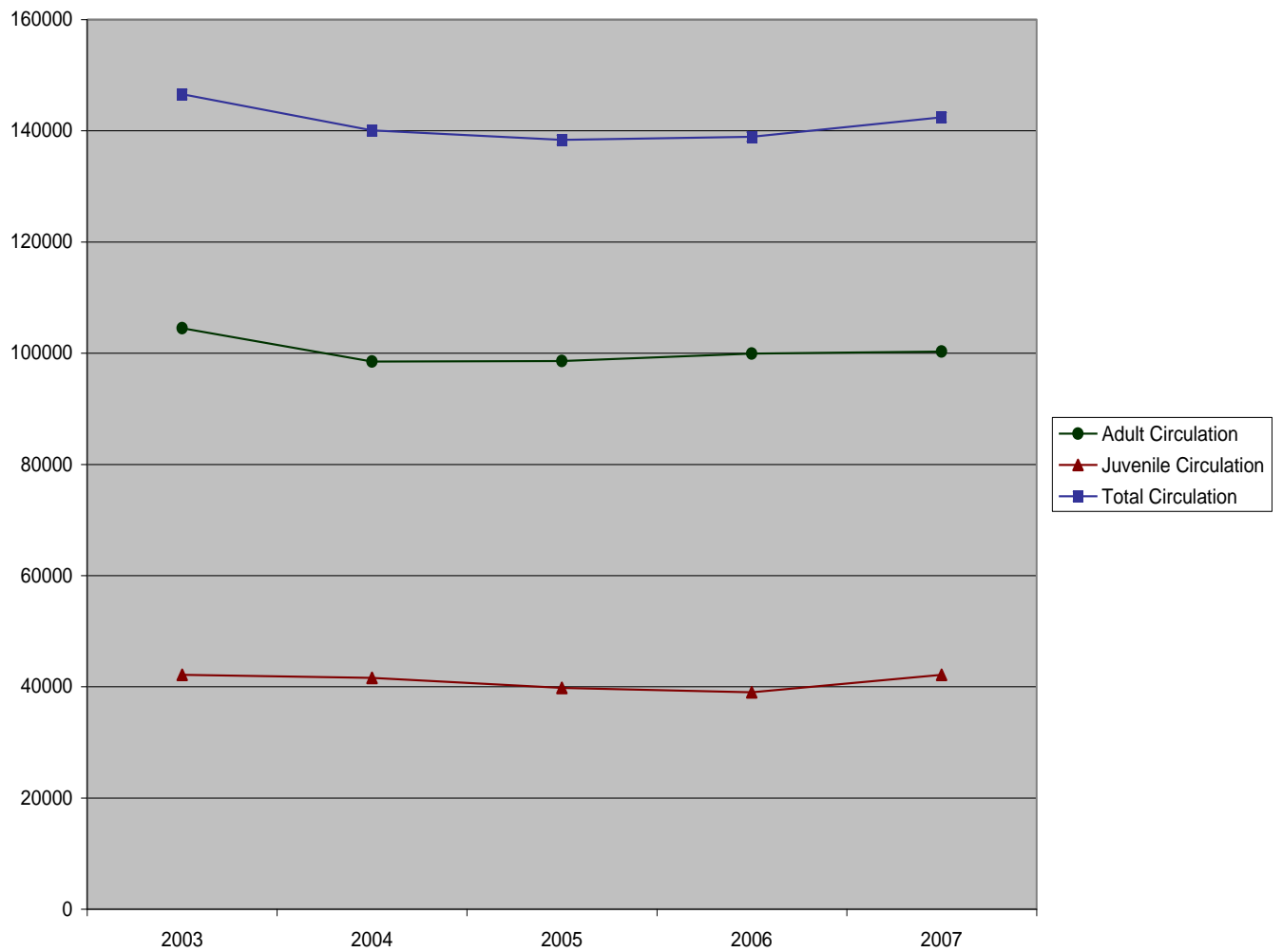


### Collection Size

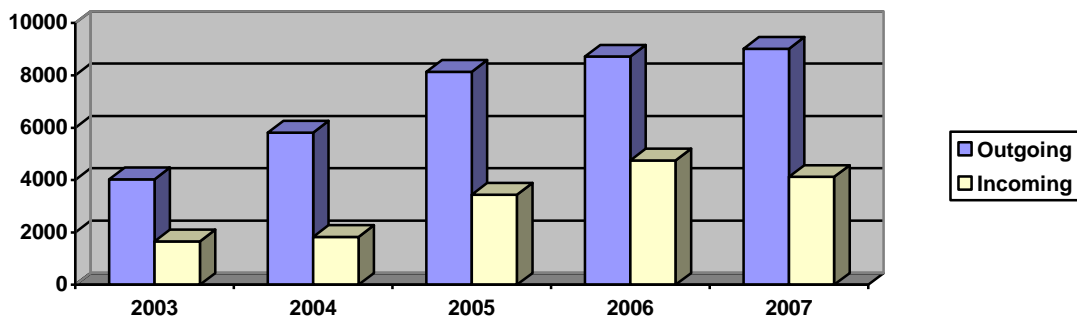
| Type of Material    | 2003   | 2007   | Change  |
|---------------------|--------|--------|---------|
| Books & Serials     | 61,157 | 62,638 | + 1,481 |
| Audio               | 2,354  | 2,493  | + 139   |
| Video               | 2,832  | 3,208  | + 376   |
| Other & Multiformat | 53     | 214    | + 161   |

## Circulation

The overall circulation trend indicates relatively stable usage over the past five years. Both adult and juvenile circulation dipped slightly but have trended upward again. Total circulation for 2007 was just 3 % below the 2003 level.

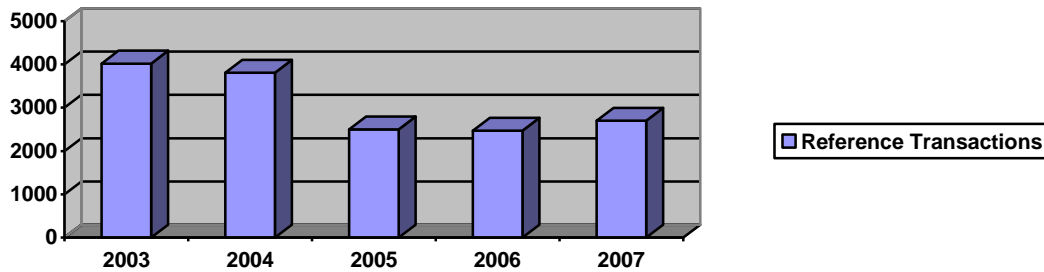


## Inter-Library Loans



## Reference Requests

The number of reference transactions has declined since 2003, consistent with a national trend. The Internet has allowed the general population to get answers to quick questions for themselves. Although libraries are handling a smaller *number* of reference questions, they tend to be more complex and may require time-consuming research.

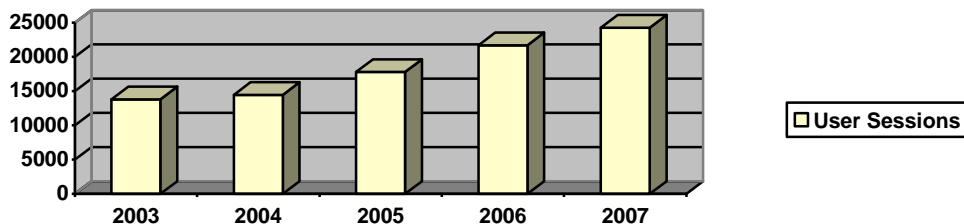


## Programs

Despite a recent decline in the number of children's programs, participation was 70% higher in 2007 than in 2003.

| Target Audience          | Number of Programs | Type of Programs  | 2007 Attendance |
|--------------------------|--------------------|---|-----------------|
| Adults                   | 7                  | Big Read, Author Visits, Anniversary Open House                                   | 129             |
| Children                 | 106                | Make A Book, Story Times, Summer Reading Program, Afterschool programs, Musicians | 2,410           |
| <b>Total Attendance:</b> |                    |   | <b>2,539</b>    |

## Public Computer/Internet Usage



The Library has a website, but does not have information about how frequently it is accessed.

## Operating Expenditures

| Year | Staffing   | Collection | Other      | Total      |
|------|------------|------------|------------|------------|
| 2003 | \$ 344,374 | \$ 36,060  | \$ 93,361  | \$ 473,795 |
| 2007 | \$ 346,278 | \$ 37,246  | \$ 110,161 | \$ 493,685 |

By 2007, staffing increased to from 9.0 to 11.0 FTEs. Only one employee was a Librarian.

## II. COMMUNITY DEMOGRAPHICS

The City of Cloquet has experienced a slight increase in population since 1990. Below are some key demographic indicators [*Figures taken from the 2000 U.S. Census unless otherwise noted*].

### Population

| Time of Count | Number of Residents | Change from Previous Period |
|---------------|---------------------|-----------------------------|
| 1990 Census   | 10,885              |                             |
| 2000 Census   | 11,201              | + 316                       |
| 2007 Estimate | 11,352              | + 151                       |

### Race

Although the majority (88%) of Cloquet's residents are Caucasian, there is a significant Native American population. The 2000 Census recorded 1,321 people of color, 80% of whom were of native heritage. In addition, 71 individuals identified themselves as Hispanic.

### Age

| Age Group        | Number of Residents | Percentage of Total Population |
|------------------|---------------------|--------------------------------|
| Children 0-17    | 2,871               | 26 %                           |
| Adults 18-64     | 6,443               | 57 %                           |
| Adults 65 & over | 1,887               | 17 %                           |

### Education

Cloquet has seven schools. Within the public schools, the 2007 graduation rate (graduates minus drop-outs from the previous three years) was 85.8% [*Source: MN Department of Education*]. Only 15% of the adult population (age 25 & over) has a bachelor's degree or higher.

| School                                     | Number of Students |
|--|--------------------|
| Elementary Pre K – 5 (2 Schools)           | 1,080              |
| Middle School 6-8                          | 508                |
| Senior High School 9-12                    | 726                |
| Cloquet Area Alternative Education Program | 72                 |
| Private/Parochial K-12 (2 Schools)         | 248                |
| <b>Total Students:</b>                     | <b>2,634</b>       |

### Income

In 2007, the average wage of \$32,812 in Carlton County was nearly \$10,000 below the state average [*Source: Bureau of Labor Statistics*]. The County also has a high unemployment rate which just reached 7 %, compared to 6.4% in Minnesota overall [*November 2008, DEED*]. The 2000 Census indicated that 10 % of Cloquet's residents, or 1,086 individuals, were living below the poverty line.

Housing

| <b>Housing Type</b> | <b>Percentage of Total</b> | <b>Vacancy Rate</b> |
|---------------------|----------------------------|---------------------|
| Owner-occupied      | 74 %                       | 0.7 %               |
| Rental              | 26 %                       | 3.9 %               |

In 2000, the City's median assessed home value was \$ 80,100, and average rent was \$ 395.



## Appendix D:

# Community Focus Group Summary

December 2008

## Community Focus Groups – OVERALL SUMMARY of Responses Cloquet Public Library (December 2008)

A total of 18 community members participated in two focus groups, and four (4) additional contributors responded by email. Representation included local business & service organizations, housing, realty, financial institutions, city administration, health care, human services, legal services, education, corrections, elected officials, senior services, philanthropy and the historical society.

### 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   |
|-----------------------------------|--|
| Children                          | Have at least one healthy adult who is consistently interested and supportive of their life.   |
| Children & Parents                | Are safe to play unaccompanied – free to explore, build deeper friendships, learn to make decisions, prepare for adulthood. Parents less stressed and worried. |
| Young Children                    | All ready to learn when they enter Kindergarten.   |
| Children                          | Learn to read - good summer programs, especially focused on reading & year-round reading tutors.   |
| Young Children                    | Familiarity and preparation for school and the world, including technology.  |
| Children                          | Eliminate disparity between children entering Kindergarten through universal Pre-K (proactive vs. remediation).  |
| Children & Youth                  | Schools focus on 3 R's; every graduate is ready to be a functioning adult capable of contributing to society and raising kids that will do likewise.           |
| Children                          | Excellent schools and a community focus on educating our children; is a draw for families.   |
| Children                          | Consolidation of schools to pool resources and offer better, more diverse academic programs, facilities, and sports.   |
| Children / Youths                 | Year-round school.   |
| Youth                             | 100% high school graduation rate.  |
| Students                          | An education system that prepares kids for today's work market.  |
| College Students, People of Color | The community sees the college as an asset to the community, supports incoming students, and is not racially prejudiced.                                       |
| Teens                             | Able to be guided to their adult life safely with guidance to reach the educational, social and vocational goals.  |
| Young People, Everyone            | Strong retail presence that meets needs of consumers and provides 'starter' jobs.  |

|  |  |
|--|--|
| Young People                           | Young people stay or come back because they have the right training and community has jobs to match. |
| Younger Families                       | More high paying jobs that cause them to stay in the community.                                      |
| Seniors, Low-Income                    | Know how to use computers and have access to internet and other technology.                          |
| Low Income                             | Have supports and opportunities to meet all of the basic needs including health, housing and food.   |
| Everyone                               | Have universal health care.  |
| Young Families, Lower Income, Everyone | Quality, affordable housing.   |
| Homeowners at Financial Risk           | Foreclosures have been prevented.  |
| Everyone                               | Sound neighborhoods without blight; dilapidated housing has been rehabilitated.                      |
| Business, Everyone                     | Downtown has been renovated and is a tourist draw (Stillwater model).                                |
| Everyone                               | Downtown improvements making Cloquet an attractive, interesting place to visit.                      |
| Rural Residents                        | Feel Cloquet is a central hub, competitive with Duluth for shopping, meetings, etc.                  |
| Everyone                               | Larger population and more jobs/businesses, but smart growth with community input.                   |
| Everyone                               | All who want jobs have them. A diverse job base.   |
| Adults                                 | All who want to work will have the opportunity to find employment at a livable wage.                 |
| Businesses                             | A vibrant business community supplying goods and services and paying taxes.                          |
| Cultural – Economic – Age, Everyone    | More diversity of voices heard; feel welcome and included rather than isolated.                      |
| Everyone                               | A modern library that provides education, entertainment, research, and programs for the community.   |
| Everyone                               | Recreation facilities for all.   |
| Everyone                               | Police are able to do their job, justice is served and society is safer.                             |
| Everyone                               | Churches teaching right and wrong; people don't think they get to make their own rules.              |

## 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

- + The people – brain power, sense of mission and experience locally to make vision items happen.
- + Good sense of community between residents.
- + Racial animosity has improved significantly; good Tribal leadership & collaboration with native community.
- + Healthy family relationships in many families.
- + High work ethic and sense of responsibility.
- + Active service clubs / volunteering.
- + Active churches.
- + Proactive (e.g. disaster planning).
- + Core infrastructure is good/well-run (hospital/medical, education, fire, police, etc.).
- + Good education system (Head Start, K-12, FDLCC).
- + Excellent library that is used by the community.
- + Good open communication through common media.
- + Strong inter-agency collaboration.
- + ‘Navigatable’ social service system.
- + Family Services Collaborative is still operational.
- + Friendly ‘we can do it’ business climate.
- + Manufacturing base has seen us through bad economic times / good tax base.
- + Supporting economic development initiatives.
- + Air quality is good today.
- + Unlimited access to fresh water.
- + Beautiful natural setting (trails, Jay Cooke State Park, ski jump, St. Louis River).
- + Pinehurst pool provides a safe environment for kids.
- + Closeness to Duluth & lake.
- + Wonderful history to tell.
- + Creative outlets, arts are supported.
- + Grant opportunities are pretty strong.
- + Progressive / organic farming community is growing.

### Weaknesses/Threats

- Change is not embraced.
- Complacency – afraid to dream; ambitious projects may seem too big to pull off.
- Low public participation in local planning and decision-making (e.g. very few people gave input to Comprehensive Plan).
- Still some racism/issues with Reservation.
- Adults are afraid to let kids out of their sight because of reports of kidnapping and abuse.
- Stability of the family structure.
- Children in gangs create an environment of fear for kids and adults.
- Schools teach ‘green’ but too many kids miss the basics.
- Need to invest in upgrades to some school facilities.
- Economic downturn, lack of jobs with high pay & unemployment.
- Lots of people not making it – 35% of students qualify for free or reduced lunch.
- Foreclosure threat.

- Wal-Mart represents big box that destroys downtown, runs local businesses out and can ruin the community.
- Lack of shopping options / people shopping out of Cloquet.
- Not easy to find out where community services are.
- Some services missing (e.g. no homeless shelter or transitional housing).
- Financial problems can harm communication & cooperation.
- Elected officials who don't support the library.
- Laws favoring criminals have tied the hands of law enforcement, so criminals remain free.
- Do not have direct access to State Park, etc. via trails.
- Don't capitalize on the river enough (e.g. develop nice restaurant).
- Not enough money to provide services necessary.

## 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?*

- Develop community leaders.
- Motivate those with resources to act.
- Develop a sense of community that supports children.
- Better prepare children for Kindergarten, especially those with special needs being identified and receiving services *early*.
- Incorporate universal Pre-K in schools.
- Schools that focus on academics.
- Joint high school with rich offerings.
- Advocate for strong educational system.
- A way/place to talk about diversity.
- Get college students more involved with volunteer efforts in the city to be more visible and connected.
- Strengthening volunteerism and civic involvement.
- Greater cohesiveness.
- Community involvement process to outline growth plan for community.
- Educate the community about what is happening with planned projects. Need to find creative ways to reach people/communicate.
- Complete City website and include calendar of what is happening in the area.
- Central place to get community information.
- Spread awareness of what the library does.
- Enhance school and other organizations' collaboration with the library.
- Keep up with technology.
- Build on strong interagency communication and relationships.
- Continue to support the Family Services Collaborative, ministerial associations, and other collaborations.
- Address alcohol/drug/gambling abuse, and create alternatives that positively meet the needs these abuses fill (e.g. elders in need of social contact).
- New apartments / affordable housing for homeless and up.
- Locally-owned shopping options.
- Economic development.
- Improve and promote trail access and the river.
- A community center facility.
- Swift punishment for criminal behavior, including violent gang activity.
- Clean up businesses selling porn and sexual services.
- Secure funding to carry out vision elements.

## 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                           | 27              |
| Know Your Community: Community Resources & Services                           | 26              |
| Create Young Readers: Early Literacy  | 24              |
| Succeed in School: Homework Help  | 13              |
| Be an Informed Citizen: Local, National, and World Affairs                    | 12              |
| Learn to Read & Write: Adult, Teen, and Family Literacy                       | 12              |
| Visit a Comfortable Place: Physical & Virtual Spaces                          | 11              |
| Satisfy Curiosity: Lifelong Learning  | 11              |
| Make Career Choices: Job & Career Development                                 | 10              |
| Build Successful Enterprises: Business & Nonprofit Support                    | 10              |
| Understand How to Find, Evaluate, and Use Information:<br>Information Fluency | 7               |
| Make Informed Decisions: Health, Wealth, and Other Life Choices               | 7               |
| Stimulate Imagination: Reading, Viewing & Listening for Pleasure              | 7               |
| Celebrate Diversity: Cultural Awareness                                       | 7               |
| Discover Your Roots: Genealogy & Local History                                | 6               |
| Get Facts Fast: Ready Reference   | 6               |
| Express Creativity: Create and Share Content                                  | 0               |
| Welcome to the United States: Services for New Immigrants                     | 0               |