

Josephine Community Library District
Board of Directors Regular Meeting
Wednesday, December 16, 2020 at 5:30pm, Virtual Meeting
Call (669) 900-9128. Meeting ID # 839 7891 4699
Grants Pass branch, 200 NW C Street 97526

Agenda

Board members:

Position 1	Position 2	Position 3	Position 4	Position 5
Beecher Ellison	Laurel Samson, Vice President	Gina Marie Agosta	Pat Fahey, President	John Harelson

Agenda Items	Action	Responsible	Time
Call to Order		P. Fahey	
Standing Items			
1. Approval of agenda	Motion	P. Fahey	5 min
2. Approval of consent agenda		P. Fahey	
a. November 18 minutes			
b. Resolution 2020-032 Policy			
c. Resolution 2020-033 Grant			
3. Public comment		P. Fahey	5 min
4. Correspondence		P. Fahey	
Annual Audit Report	Motion	Pauly Rogers LLC	15 min
Strategic Planning Preparation			
1. Community Outreach report	Report	T. Stover	15 min
2. Strategic Planning process		K. Lasky	5 min
Staff Reports			
1. Library director's report	Report Report	K. Lasky	10 min
2. Financial report		K. Hay	5 min
Action Items			
1. First reading: Education Assist Plan Policy 4-4-4	Discussion	K. Lasky	5 min
Board Member Reports			
1. Library Foundation liaison report	Report Report	D. Mannix	5 min
2. Facilities Oversight Task Force report		Ellison/Samson	5 min
Announcements			
1. Comments from board members		All P. Fahey	5 min
2. Date and agenda items for next meeting			
Executive session: Performance Review			
To review the performance of a chief executive officer, other officers, employees, and staff members of the district per ORS 192.660(2)(i)		P. Fahey	5 min
Library director contract amendment		P. Fahey	5 min
Adjourn		P. Fahey	

Date and Time	Upcoming Meetings and Events
January 20, 5:30pm	District Board Meeting, location TBA

Josephine Community Library District
Board Regular Meeting Minutes
Wednesday, November 18, 2020 at 5:30 pm
Virtual Meeting
Call 669-900-9128. Meeting ID #858 1160 3410

Members present: Beecher Ellison, Pat Fahey, John Harelson, Gina Marie Agosta, Laurel Samson

Members absent: none

Staff present: Library Director Kate Lasky, Communications Manager Brandace Rojo, Business Manager Kedron Hay, Public Services Director Norma Singer, Adult Services and Volunteer Manager Amy King, Technical Services Manager Ellie Avis

Contractors: Communications Specialist Teresa Stover, Coraggio Group

Guests: Library Foundation Executive Director Rebecca Stoltz and Library Foundation Liaison David Mannix

CALL TO ORDER. Mr. Fahey called the meeting to order at 5:30 pm.

STANDING ITEMS

Approval of agenda. There were no changes to the agenda.

Approval of consent agenda. Below are items included in the consent agenda. Mr. Harelson requested that the consent agenda process be reviewed.

- **October 21 minutes.** No changes were requested.
- **Resolution 2020-031 CRF Grant**
- **Resolution 2020-030 Personnel Policy**
- **Draft AFR from Gerald Burns, CPA**

Motion: Mr. Harelson moved to approve the consent agenda. Ms. Samson seconded. The motion passed unanimously.

Public comment. There was no public comment.

Correspondence. There was no public correspondence.

STRATEGIC PLANNING PREPARATION

Employee engagement focus group report.

Representatives from Coraggio Group reported the outcome of the employee engagement focus groups and shared areas where library staff feels there are opportunities for improvement. Some opportunities include the following:

- Improve professional development and review process, and connect staff to continuing education opportunities and resources
- Evaluate effective decision-making processes
- Improve organizational meeting structure, modes, and methods
- Pursue team building activities, projects, and programs

Funding partner priorities report.

Ms. McInnes reported on the library's current and potential grant funders. Their priorities span a wide variety of community needs including arts and history, children and families, community advancement, DEI, Health and safety, library support, and technology.

Since June 2017, the library has received almost \$687,000 in grants from 24 funding organizations.

Action: Mr. Harelson requested that Ms. McInnes include grant amounts in the table in her report to the board. Ms. McInnes has the data available and will provide that information to the board.

Foundation capital campaign report.

The following are highlights from Ms. Stoltz's capital campaign report:

- Although extenuating circumstances such as COVID-19 and the devastating fires locally has impacted fundraising abilities, the library foundation board remains committed to successfully securing funds needed to fulfill the Facilities Master Plan.
- Phase One of the campaign focuses on raising \$4.2 million. \$2 million to purchase the property for a new Grants Pass branch and \$2.2 million for renovations to the Illinois Valley branch of Josephine Community Library District.
- From January 1, 2018 to October 15, 2020, \$282,800 has been raised for the capital projects. The foundation continues to seek grant funding from local, regional, and federal grant funders in addition to securing lead gifts from individual donors and businesses.

STAFF REPORTS

Library director's report. Ms. Lasky reviewed the Library Director's Report dated November 18, 2020.

The following are highlights:

- The library secured informal bids for HVAC replacement project in Illinois Valley as discussed at the October board meeting. Selected Caveman Heating and Cooling for \$34,957 per Financial Management Policy 2-3.
- Library management established key indicators to roll back services during the pandemic as needed based on the Oregon Health Authority dashboard of percent positive test rate.
- Oregon Occupational Safety and Health Division issued new temporary rules to address COVID19 workplace risks on November 6. These new guidelines must be implemented by December 7. Library maintenance and management are working closely with the SDAO and HR Answers to implement changes. State of Oregon CARES Act Coronavirus Relief Funds (CRF) may be used to implement these required changes.

Motion: Mr. Harelson moved to approve HVAC expenditure of \$34,957. Ms. Agosta seconded. The motion passed unanimously.

Financial report. Ms. Hay reviewed the October Financial Statement memo dated October 31, 2020. She also reviewed the Profit & Loss Budget vs. Actual-General Fund statement through September 2020, the Profit & Loss statement for grants through October 2020, and the Balance Sheet as of October 31, 2020.

ACTION ITEMS

First reading: Operations Policy

The board of directors reviewed Policy 3-6-1 Library Card Eligibility.

BOARD MEMBER REPORTS

Library Foundation liaison report. Ms. Stoltz reported that the end-of-year fundraising campaign begins the week of Thanksgiving.

Facilities Oversight Task Force. Mr. Ellison reported that the Illinois Valley building projects are underway. Specific projects include the window and HVAC replacement in the Illinois Valley.

Ms. Samson reported on an addition of a fence on Three Rivers School District property at the Williams branch.

ANNOUNCEMENTS

Comments from board members.

EXECUTIVE SESSION: PERFORMANCE REVIEW

The Board of Directors moved into executive session at 6:52 pm to review the performance of a chief executive officer, other officers, employees, and staff members of the district per ORS 192.660(2)(i)

The board returned to regular session at 6:55 pm.

Date and agenda items for next meeting. Mr. Fahey announced that the next regular meeting will be at 5:30 pm on Wednesday, December 16.

ADJOURNMENT

The meeting adjourned at 7:00 pm.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'BRojo', written in a cursive style.

Brandace Rojo for Board Secretary Kate Lasky
Josephine Community Library District

Policy 3-6-1. Library Card Eligibility

*Adopted 3/15/2018
Revised 5/18/2018
Revised 2/19/2020*

A. Full-Service Cards

The following categories of individuals are eligible to register for full-service library cards when adequate identification is provided:

- All residents of the Josephine Community Library District are eligible for a full-service card; applicants must show photo identification with current address.
- Residents of areas outside the library district may register for a card after paying a household out-of-district fee; applicants must show photo identification with current address. See Out-of-District Cards section below.
- Youth under age 16 may be issued their own library card when accompanied by an adult providing their signature and proof of identity and address. An adult's signature on a youth application constitutes the adult's permission for the youth to have a borrower's card and signifies a willingness to assume financial responsibility for all items checked out on the card.

B. Out-of-District Cards

In fairness to those taxpayers who are residents and property owners within JCLD boundaries, an annual fee will be charged to patrons who live outside of the district. The amount of the flat, per-household fee is evaluated each year during the budget process to be sure it is equitable and a fair value for services. The current fee is \$60 per household.

~~Out of district patrons must have a current library card in good standing to check out materials or access library provided databases from home.~~

JCLD may waive or reduce this fee for certain reasons that may include, but are not limited to, volunteer work, educational need, or outreach efforts. This may include:

- Certified educators teaching within Josephine County (must show current school ID). Card must be renewed each year by showing valid school ID.
- Transitional residence facilities.
- Active library volunteers who reside outside the district are eligible for a volunteer library card. Eligibility for a volunteer card is reviewed quarterly.

C. Library Cards for Non-Resident District Property Owners

Owners of properties located within the district but who reside outside the district support the libraries through their in-district property taxes and therefore may be eligible for library cards.

To apply, the property owners must show photo identification and complete the

“Library District Property Confirmation” form on which they specify their in-district property address, and attest that they own this property.

This policy will be reviewed annually.

D. Internet Cards

Internet cards provide public access computer use privileges to patrons, but no borrowing privileges. These cards are available at no charge and proof of address is not required. Acceptable identification includes, but is not limited to:

- government-issued identification
- credit card
- organization membership card
- insurance card
- student body card

E. Internet Guest Pass

A guest pass is available to allow visitors access to public computers. No identification is required to use a guest pass.

F. Instant online library cards (digital library cards)

Digital library card registration is available through the library’s website and ILS for instant access to digital resources including electronic books and subscription databases. This card cannot be used to check out physical items. To convert a digital library card to full-service status patrons must visit a library branch and present the required identification, proof of residency, and out-of-district fee if applicable.

Library cards are not required for in-house services, or to participate in library programs.

Josephine Community Library District

2020 Community Outreach

Prepared for Josephine Community Library District staff

November 23, 2020

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Josephine Community Library District

2020 Community Outreach

Josephine Community Library District has conducted a 2020 community needs assessment to learn how the libraries can better serve the people of Josephine County. This effort aligns with the library's mission to enrich the community through access to quality library services across Josephine County.

The needs assessment sought to answer the question "What are information needs and trends in Josephine County, and to what extent are these needs being met?"

To do this, the needs assessment effort included research and development into a:

- Josephine County community profile
- Library collection assessment
- Library programs assessment
- Community outreach component

This report details the methods and findings of the community outreach.

Community outreach overview

As part of the library's 2020 needs assessment, community outreach was accomplished in three ways:

- Key informant interviews
- Focus groups
- Community postcard questions

Based on the results of the community profile and other available data, the needs assessment team determined that the key informant interviews and focus groups should concentrate on members of the Latinx community and young adults (ages 13 to 25). These represent growing demographics in Josephine County but are largely underserved by library services and programs.

Key informant interviews

The needs assessment team looked for experts in the community who work with Latinx and young adult residents of Josephine County. In July and August 2020, the team conducted one-on-one interviews with six experts via videoconference.

Methodology

The needs assessment team determined that the best experts for the Latinx community and young adults in Josephine County were part of the educational system. Therefore, six individuals from the following organizations were interviewed:

- Grants Pass High School
- Three Rivers School District
- Rogue Community College
- College Dreams (which changed its name to Project Youth+ in October)

A team member interviewed each key informant, asking a set of eight questions. Four of these questions highlighted the services and programs the subject's organization offered to their client group (Latinx, young adults, or both). The other four questions asked about the subject's perceptions of the information needs of their client group.

Questions asked

For all six key informants, the following eight questions were asked:

1. What services or programs do you offer to your client group?
2. Of your services and programs, what do you think is working well?
3. Of your services and programs, what isn't working as well as you'd like?
4. What gaps do you see in serving your client group, either in your organization or in the community in general?
5. What kinds of questions do you get from your client group? What are some of their common interests and information needs?
6. What changes or trends are you seeing in the community that affect your client group?
7. Where do you think your client group looks for the information they need?
8. How does your client group prefer their information? And in what format?

Services and programs

Because the interview subjects all work in education, the services and programs offered had to do with helping students learn English, connecting with students' families, helping students graduate high school, helping students navigate college processes, and helping staff and faculty with bilingual student needs as well as issues of equity, diversity, and inclusion.

Interviewees cited the following positive aspects of their services and programs:

- Engaging and empowering students.
- Collaboration with other staff and faculty.

- More interaction with families.
- Building awareness of English language learning and multicultural issues.
- Good career exploration opportunities.

At the same time, they specified areas that could be improved:

- Insufficient support and staffing for Latinx students and programs.
- Challenges with diverse perspectives and representation at their workplace.
- Technology not working effectively for students or parents.
- Lack of communication and collaboration.
- Lack of sufficient internship opportunities for career development.

Interviewees identified the following gaps in serving their Latinx client groups, either in their organization or in the community in general:

- Challenges with diverse perspectives and representation.
- Cultural barriers in career exploration and choices.
- Could use more levels of English language learning for college students and English lessons for parents.
- No basic resources are available for people who are undocumented.
- More bilingual staff, translators, and cultural competency needed at medical offices and the hospital, insurance offices, and schools, alleviating institutional barriers for people of different cultures.

Interviewees identified the following gaps in serving their teens and young adults, either in their organization or in the community in general:

- A lack of activities for young people in the community.
- With remote school, more wireless hotspots are needed for students.
- Parents who are not digital natives struggling with technology, especially in helping their children with remote learning.
- Communication challenges with students.

Information needs

The key informant interviewees cited the following topics as information needs they hear from their client groups as applicable to both Latinx and young adults:

- Basic needs and resources
 - Food access and cooking
 - Housing
 - Bus passes
 - Jobs, applications
- Home, family, household management
 - Laundry
 - Sex education

- Budgeting and finance
- Taxes
- Education, technology, lifelong learning
 - Navigating the educational process (how to register, how to apply for financial aid, how to complete this assignment)
 - Laptops
 - Social media etiquette and online reputation maintenance
 - Peer-reviewed sources for research versus misinformation
- Social justice and how to get involved and make change

Specific to Latinx clients are the following information needs:

- Immigration
- Citizenship
- English language learning in different levels
- Latinx resources, including legal services

Several interviewees said they're often asked "How did you do it?", that is, how did you work through the system to succeed at college and attain this career?

Interests of teens and young adults were listed as video games, connecting on social media like Instagram and SnapChat, sports, hanging out with friends, book clubs, ceramics/pottery, painting, golf, hiking, and social justice.

Changes and trends in the community that are affecting interviewees' client groups are:

- The pandemic and their health
- Online school
- Less face-to-face social time and more screen time
- More diversity in Josephine County
- More social/racial consciousness and advocacy

Those serving Latinx clients cite the following as the major methods for seeking needed information:

- In-person conversations through trusted relationships is the primary method for obtaining information.
- A secondary method is fliers at Mexican stores and restaurants, tabling at stores like Wal-Mart and Food4Less.
- Another secondary method is social media like Facebook; Facebook Live conversations are especially popular.

Bilingual information is the most effective, and attention should be paid to the literacy level of translated materials depending on the audience. A maximum sixth-grade reading level is best, with pictures.

Those serving young adults cite the following as their major ways to find information:

- Online by searching on their phone
- Online through social media; not much Facebook but more Instagram, SnapChat, TikTok, and YouTube
- Asking their parents and friends
- Asking teachers and other school advisors

Focus groups

The needs assessment team assembled four focus groups: two made up of those identifying as Latinx, and two made up of young adults aged 18-25. In August and September 2020, the team facilitated the four focus groups via videoconference.

Methodology

Through the library's various networks, including the resources of the key informants already interviewed, fliers and emails were sent to Josephine County young adults and Latinx community members. An incentive of a \$25 gift card to one of five local restaurants was offered to participants. Participants called or emailed to sign up for a focus group. The result was five or six participants each for two Latinx focus groups and two young adult focus groups.

Although the needs assessment team was looking for feedback about young adults aged 13 to 25, it decided to conduct focus groups with those aged 18 to 25 only, because of considerations around conducting focus groups with minors as well as public records law.

Each focus group was conducted by a 60-minute videoconference. Two needs assessment team members were present at each focus group: one served as the facilitator and the other was the note-taker.

Questions asked

In each of the four focus groups, the following five questions were presented as the start of a 60-minute discussion:

1. What is one thing you wish you knew more about?
2. What one thing would make our community better?
3. Name one thing that would make your life easier?
4. How do you spend your time and/or money?
5. How do you think the library could help with the things we discussed in the previous questions?

Themes

Through analysis of the focus group discussions, the following major themes emerged:

- **Basic needs and resources.** Food, clothing, shelter, health, childcare, transportation, jobs, Internet; as well as access to resources to obtain these items.

- **Home, family, household management.** Home, family, adulting, life skills, finance, gardening.
- **Education, technology, lifelong learning.** Education, enrichment, personal growth, topics of interest.
- **Activities.** Outdoor activities, sports, hobbies, fun.
- **Diverse perspectives and representation.** Multicultural issues, BIPOC (Black, Indigenous, People Of Color) issues, people with disabilities, LGBTQ (Lesbian, Gay, Bisexual, Transgendered, Queer/Questioning), translation, outreach, connection.
- **Community connections.** Cultural opportunities, community building, trust, the environment.
- **Civic engagement.** Government, civics, political process and engagement, bureaucracy.
- **Library suggestions.** Library programs, services, communication and marketing, types of books, formats.

Top themes with the Latinx focus groups

Among the two Latinx focus groups, the following three themes were brought up the most across the five questions. Representative comments are included, edited for brevity.

- Diverse perspectives and representation (35 mentions)
 - We need more Hispanic representation at RCC and the school districts and other organizations throughout the community.
 - We need better community engagement with people who provide services. How are they building relationships? It would be great to have at least one bilingual person at the school districts and in organizations that provide services. More genuine effort to improve services and reach out.
 - One strategy that would work is to have the organizations truly listen to what the community needs. There's a system of providing direct services, but just translating fliers and other info isn't enough. They need to take the cultural step of engaging, and in a culturally specific way.
 - The Sneak Preview published survey results that said that 60 percent of Josephine County respondents said there is no racism here, while 40 percent said there are problems. This means 60 percent are walking blindly. This makes me very sad that people don't understand.
 - We also need to intervene in our own communities of color regarding racism. There needs to be solidarity among different communities of color. We have prejudices within our own communities. It's normal for human beings. We have to start with the basics.
- Basic needs and resources (16 mentions)
 - What organizations can I trust to get info about COVID, rent relief, etc.
 - How do we empower the Hispanic community to understand, access, and trust systems in place? Culturally it's so different how we go about finding information, going to the doctor, etc. There are so many hoops to jump, and we're not used to that. It's hard to find doctors and specialists; there's a lack of information and knowledge.
 - I'd like to figure out a better avenue of community with the Latinx community. We've been working with the food bank and food pantries. People don't know the resources are there. If you speak English, you know, but if you don't speak English, you don't.

- More childcare options—I had a really hard time finding childcare when my daughter was under age 2. Most childcare providers can only take a certain number of babies.
- At school there are hundreds of advisors you can go to for help. In GP what do we have for resources? High schoolers can go to teacher, but what do we have—we need advisors to help with services—food, health care. The people that need the most help can least afford it.
- Home, family, household management (13 mentions)
 - Would like to know more about investing, retirement planning, tips for saving on a tight budget, financial management.
 - Would like to know more about home ownership—different ways to obtain land/homes—its pretty confusing.
 - Would like to know more about gardening/food cultivation. I love growing food and love learning about indigenous environmental stewardship. It’s important to know how to tend the forest.
 - Would like to know more about my family’s past. There has been a lot of indigenous erasure.
 - There is also such a big issue with affordable housing. It’s not affordable and there isn’t enough inventory—lower priced homes are being snatched up by investors—they flip it in a few months. There’s no opportunity for people looking to buy their first home. There aren’t even enough apartments or townhomes. And rentals often won’t take pets.

The following themes were also discussed:

- Community connections (11)
 - Do we belong? There’s only a few people we can trust in Josephine County.
 - In my work, you can’t just expect Latinos to assimilate. You can’t just put out information and expect things to happen. Relationships and trust must be built.
 - Even in the very small town we came from—maybe it was a little larger than GP—we had a community center that offered a lot of options for low income community members.
- Civic engagement (10)
 - We don’t know who makes decisions or how decisions are made, we want to feel franchised, a part of the process.
 - How to participate in the system, how to learn about and ask for available resources?
 - Would like to understand more about the local and statewide political process.
 - I am involved with the Democratic party for the Stonewall party, and now I’m in the process of starting a Latinx Democratic party. I was a Precinct Chairperson and then I went to the Democratic party meeting. They were talking about doing political education with the Latinx community and then they said “but there aren’t really enough Latinx people...” and I was sitting at the table!
- Education, technology, lifelong learning (8)
 - Encourage parents to be classroom aids. That has worked very well. Parents might be shy at first, but then they get to be part of it. Start with something small.
 - Would like to know more about history from non-white perspective - Latin, indigenous, black, female authors.

- It would be cool if we had a Spanish/English bilingual immersion school. If we had the opportunity to go to a school like that it would help people be in touch with their language [for heritage speakers] – also help ESL students to have part of their day in Spanish. Also just better schools—we have a high drop-out rate—I know the schools here aren't the best.
- More affordable extracurricular programs—music, dance, art. We don't have a community center like that here. I went to baile folklórico as a kid.
- I'm first generation—so English is not my native language—there are a lot of people in our community that don't speak English at all. A lot of members of our community are good at staying to themselves and don't get out for educational opportunities. It would be great to get more resource sharing in Spanish.

Library suggestions were made in the context of the other themes.

- Basic needs and resources
 - I love the idea of handing out books to children. The Centers for Disease Control (CDC) has bilingual books and pamphlets that are free.
 - Need to get word out where Latinos tend to be. They tend to work in restaurants or right now a lot are trimming. Asking restaurants to put up flyers. With trimming, a lot of it is underground and most of that is word of mouth. It's harder, but you just have to talk to people. Also the laundromat.
- Diverse perspectives and representation
 - The Jackson County library hosts a lot of meetings, including with Spanish-speaking groups. This gives exposure to the library, especially with posters in Spanish and other displays in Spanish around the library. It's very helpful.
 - I love how we're doing LINC in both counties. There's something missing, though. The sharing is great, but we don't dive in to the needs. We could be discussing politics, the political process, racism, etc. in the LINC meetings.
 - We can invite Hispanic parents to library programs. We can sponsor them and go with them to the library. Going to an institution for the first time by yourself is scary and uncomfortable, and you're not sure if you'll be welcome. The library can do more diversity work in this way.
 - First—representation in collection – youth materials. When I was younger I remember all the books just had little white girls in them.
 - Most Spanish-speaking library patrons want to use computers and often need help on computers. It would be great if there were more Spanish speaking volunteers or staff to be there all the time when the library is open.
 - I don't go to the library because as a Latinx person there's nothing there for me, but maybe it would be good to have books available online? especially for schools and families during COVID.
- Community connections
 - The community sees the library as an entity that's very neutral and open. This provides a great opportunity. Especially in cases of conflict, like with the schools. Rather than meeting at the school, a meeting at the library would be more neutral.
 - With the ties to education, services, and the bulletin board, the library is like a hub for the community to identify with as a place for connection.

- Education, technology, lifelong learning
 - I got information about the children’s reading programs and DPIL. I shared this info with the families I work with.
 - Maybe classes at the library on Internet literacy, Zoom technology, technology help. Technology is evolving faster than people can keep up. Someone like from the Apple Genius Bar who is really tech literate and also bilingual.
 - Now that school is remote – it’s hard for kids—for example, for me growing up, I didn’t speak English until kindergarten. My parents didn’t really speak English. Being remote, parents that don’t speak English can’t help their kids with their work. Maybe libraries are less restricted than schools? it could be a good idea to have Spanish-speaking teachers or volunteers or liaisons to help parents who have children in school. High schoolers can handle their own work, but elementary school is really hard without parent support.

Top themes with the young adult focus groups

Among the two young adult focus groups, the following three themes were brought up the most across the five questions. Representative comments are included, edited for brevity.

- Basic needs and resources (23 mentions).
 - I just graduated high school and recently had to figure out my own health insurance, finance. It’s an abrupt shift from being taken care of. Wish I’d found out more about individual sustainability earlier.
 - I’m trying to move into GP. I can’t really get a job in GP until I live there because of transportation. And I can’t really get a place until I have a job.
 - Rent is so expensive in GP compared to other places. That’s why I’m going to go to school in Utah—I can get a CNA certificate and then move back here to work. I wish it wasn’t so expensive to live here—it’s not like the places are crazy nice. Even making more than minimum wage—I was making \$13/hr plus tips and I still wasn’t able to afford to live on my own.
 - It’s hard because a lot of places don’t want to rent to four young adults.
 - I’d like to learn about more reliable ways to get attention from hiring depts. Skills around job-seeking.
- Education, technology, lifelong learning (23 mentions)
 - I’m curious about so many things. I love learning, so literally anything—I find out about something and then want to know everything about it.
 - Knowing how to find reliable information. Every community can benefit from being able to find accurate news sources.
 - It would be cool if we could increase critical thinking in this community. It’s important to question things a little more. Engaging actively with new information rather than just passively.
 - Coalition building strategies, the impact of systemic issues, general public, systemic racism, history of the country.

- Home, family, household management
 - I'd like to know more about plants, trees, gardening and all those things – would like to spend more time and have more resources for learning about that stuff.
 - I had a debit card in HS because it encouraged better spending habits, rather than a credit card, but now I don't have much credit history and it's hard to find housing. I wish I'd understood the benefits of building credit history.

The following themes were also discussed:

- Diverse perspectives and representation (15 mentions)
 - More diversity would make the community better. Diversity in terms of race, political affiliation, in general. It's easy to get in a pocket and have homogeneous friends and family members.
 - Wish people were more empathetic and thoughtful.
 - Grants Pass is such a retirement community. Multigenerations need to be considered.
 - People having a better understanding. I'm in nursing school. We're just now starting to talk about inclusivity and how people are treated in the healthcare system. We all have biases, I have biases.
- Community connections (14 mentions)
 - I wish we were more politically educated as a community. There are still high school grads who don't understand how things work, how the political system works. For example, someone was saying they thought we directly elected our president and they argued about it. If you don't understand how things work and you're basing decisions off of headlines it's kind of dangerous. People don't know where to find good information.
 - Riverside Park, cool community things like Boatnik, weekend things like picnics, hang out and talk and stuff like that. Other ways to build cohesive community?
 - A key step to community building is that inclusivity we talked about. More than promotion, but also what the event is. Who is it for? Is it accessible? What languages are being spoken? Transportation. Disability. Elderly. How do you connect different age groups, different generations?
 - The library is a space where people can go in public where people aren't expected to spend money. It's a community hub there for the benefit of people. What can we offer to people?
- Activities (10 mentions)
 - There's nowhere to go in the evening in GP. Community requires spaces where you can come together and just spend time. Whenever I'm in GP later, (like after 5 p.m.) there's nothing to do but walk around – nowhere to hang out except bars.
 - I wish it was easier to bike around GP – it's surprisingly difficult to bike around. Even just crossing the river is kind of a fiasco.

There were plenty of suggestions for the library, many in the context of the themes and others having more to do with marketing and communications from the library to the public.

- Education, technology, lifelong learning
 - I've always known about the library, but as I went into high school, I kind of forgot how big of a resource it is. I think it would have saved me a lot of money on books—I wish I had known that, it would have made my life easier in high school.
 - Also with opportunities in the community for learning things, sewing, quilting, workshops—it's an easy place to display info about classes that are happening.
 - lots of ways to reach high schoolers – our school library doesn't have everything – your library has a better selection. You could partner with the school library. Advertise to high schoolers that most things they would ever need in a literary sense you would have. Even my friends that were avid readers would just buy books. It is nice to own books too, but the library is better.
- Activities
 - Having places to stay late in the evening—maybe not the current building, but in a new building with a different layout with couches, etc, it could be a decent evening hangout spot.
 - I love the idea of speakers. Wasn't until I went to college, people being drawn to an event for the speaker, theme, event. There isn't enough of this in JoCo, and the lib is a great place for that.
- Diverse perspectives and representation
 - The library can be a strong focal point for that work in the community. Providing educational resources, doing multilingual outreach and events, being responsive to the times we live in: COVID, racism, etc. Community building and education.
 - Remember multilingual outreach and programs. I'll say it over and over again. Make sure there are programs for other people who speak other languages.
 - The more we can get different communities together the better. Broader diversity in the library will lead to better interactions and better understanding
 - E-news in multiple languages, the website in multiple languages.
- Other
 - The only reason I knew the library existed was because my mom took me there; I didn't hear about it from friends. Consider partnerships with the high school; get your name out there. People become aware of you and more willing to hear what you have to say. Become an influencer.
 - Not many people recognize that the library is there. Expose different groups to the library. Not just families with kids. More generations. High schoolers to read to kids, they need comm service hours. I used to volunteer at the library. It wasn't advertised.
 - I had a connection to the library because I had friends who went, and my mom went. Look at strategies to engage different families, different groups. I know it's hard in COVID world. Get people to volunteer. In our generation, the library had reduced hours, closed, reduced services, limited staffing. Now there is more secured funding. Jump on the messaging and outreach. We're no longer a dying library.
 - Instagram is good for younger audiences. Facebook is good for “professional things.”
 - TikTok is popular with younger folks. Do something weird that the kids would love.

Top themes with all four focus groups

When the themes that emerged from all four focus groups are examined together, the following table shows the themes and their mentions:

Theme	Mentions
Diverse perspectives and representation	50
Basic needs and resources	39
Education, technology, lifelong learning	31
Home, family, household management	29
Community connections	25
Civic engagement	18
Activities	13

Postcards

In addition to the focus on Latinx and young adult members of the community, the needs assessment team also wanted responses from the community at large. To this end, the team produced a set of four postcards, each one containing one of four questions.

Methodology

The postcards were strategically placed at central locations throughout the county, with the invitation to answer one or more of the four questions and return the postcard (postage paid) to the library. This took place throughout the month of August 2020.

Questions asked

The questions were similar to those posed in the focus groups:

1. What is one thing you wish you knew more about? (27 responses received)
2. What one thing would make our community better? (28 responses received)
3. Name one thing that would make your life easier? (27 responses received)
4. How do you spend your time and/or money? (19 responses received)

Although the fifth question (How do you think the library could help?) posed in the focus group was not a postcard question, many postcard respondents made specific library suggestions.

Themes

As with the Latinx and young adult focus groups, analysis of the postcard responses revealed the following major themes:

- **Basic needs and resources.** Food, clothing, shelter, health, childcare, transportation, jobs, Internet; as well as access to resources to obtain these items.
- **Home, family, household management.** Home, family, adulting, life skills, finance, gardening.
- **Education, technology, lifelong learning.** Education, enrichment, personal growth, topics of interest.

- **Activities.** Outdoor activities, sports, hobbies, fun.
- **Diverse perspectives and representation.** Multicultural issues, BIPOC (Black, Indigenous, People Of Color) issues, people with disabilities, LGBTQ (Lesbian, Gay, Bisexual, Transgendered, Queer/Questioning), translation, outreach, connection.
- **Community connections.** Cultural opportunities, community building, trust, the environment.
- **Civic engagement.** Government, civics, political process and engagement, bureaucracy.
- **Library suggestions.** Library programs, services, communication and marketing, types of books, formats.

The following three themes were brought up most frequently across the four postcard questions. Representative comments are included, edited or summarized for brevity.

- Basic needs and resources (18 mentions)
 - Widespread fast/good wifi for internet.
 - Affordable housing.
 - Uber cars available in rural areas for people who can't get to bus routes.
 - Public transport.
 - A job that pays a living wage.
 - I'm homeless and with the libraries closed, I have a harder time comfortably getting internet. I wish there was a shaded seating area to rest and get water/use bathroom.
- Home, family, household management (18 mentions)
 - How to make my kids go to sleep at night. I would also like to do more crafting or grow my own veggies.
 - More time together as a family.
 - Blue Zones cooking.
 - A well-trained dog. And a well-trained husband.
- Education, technology, lifelong learning (15 mentions)
 - How to make a digital scrapbook.
 - How to understand and choose among various computing devices.
 - Good schools. Better academics and vocation training.
 - Recommendations for on-line learning resources for kids especially physical education and health related.
 - Desired topic knowledge included astronomy, basket weaving, local history, U.S. history, plants and landscaping, sociology, cultures, horse racing, ecosystems, oceans, biology, 5-axis CNC milling, natural dyes, psychology, cryptocurrency, the stock market.

The following two themes were also well-represented in the postcards:

- Civic engagement (13 mentions)
 - Better government and funding on public libraries and homelessness.
 - If our political differences would find a happier medium.
 - Paying more attention to how our community thinks money should be spent—prioritizing needs versus wants—being fiscally responsible.
 - Getting the right people to lead our community.
 - I spend my money intentionally on small businesses and sustainable brands. I spend my free time on my city council run and focusing on local politics.

- Activities (12 mentions)
 - Need a place to put a dog nearby. We work our schedule around puppy care.
 - An indoor youth activities center.
 - A creative/maker space that is open to all regardless of income. Maybe a place that offered scholarships to those who can't afford to pay any fees.
 - Other activities mentioned include reading, spending time with family and friends, personal and professional development, hiking, camping, weightlifting, home and yard projects, travel, sewing and quilting, gardening and food preservation, golf, horse racing, cooking, music, boxing.

Diverse perspectives and representation was mentioned five times and community connection was mentioned four times.

About 22 suggestions for the library were made:

- The process for adding new materials to the libraries. How complicated? How long?
- Better availability of best sellers.
- The library needs more than a remodel. The building needs to be razed.
- Extra services like the Library of Things, and more e-books and audio book suggestions, things that may appeal to the reader based on their likes, book reviews from patrons, notifications about virtual museum tours and art gallery displays.
- More print books for people who have no eBook available or Internet.
- Monthly lecture series such as “Lifelong learning.” Therefore—a new library with a couple of conference rooms—with sliding wall between to accommodate larger groups.
- An even larger library with a larger catalog of books. More complete series. More fantasy authors.
- Speaking for the IV, we need a vibrant and growing social justice movement with complimentary programming at our library.
- Opening the library up for self-service and book return anytime. Current hours are not conducive to all schedules and often the book return is full during return hours.
- To be able to go into the library and pick out a book from the shelf. I may not know the author’s name so it would be easier to go to the shelf.
- Access to audio books online.
- Hours after 8 pm or book delivery.
- The library open full time.
- Another port-a-potty for Williams Library for the people to use during library hours in addition to the one already there for the librarian.

Key findings

When the themes from all four focus groups are examined with the postcard responses, the following table shows the themes and their number of mentions:

Themes	Mentions
Basic needs and resources	57
Diverse perspectives and representation	50
Home, family, household management	47
Education, technology, lifelong learning	46
Civic engagement	31
Community connections	29
Activities	25

These results are consistent with those from the key informant interviews.

The overarching question of the library's 2020 Community Needs Assessment is "What are the information needs of Josephine County residents and to what extent are these needs being met?". The following is a summary of findings that attempts to answer this question.

- Josephine County residents need information and resources about fulfilling their basic needs: food, clothing, shelter, health, childcare, transportation, jobs, and the Internet.
- Latinx and young adult community members placed a very high priority on diverse perspectives and representation. This includes issues around inclusion and equity around BIPOC, people with disabilities, LGBTQ, generations, and more. People discussed problems and possible solutions in education, healthcare, and the community in general.

Suggestions for the library were also made, including having bilingual staff at the library front desks, having multicultural celebrations, marketing the diverse books and other materials available, ensuring that all promotional materials are translated, reaching out to populations in more personal ways, fostering discussions about racism and the political process in LINC meetings, hosting speakers who address issues around diversity, and more.

- Josephine County residents also place a high priority on home, family, and household management. Information needs include what might be considered life skills or "adulting," such as setting and maintaining a budget, planning to buy a home, figuring out health insurance, buying and maintaining a vehicle, gardening, and so on. This area also includes free or affordable activities for children and families.
- It's natural that Josephine County residents see the library as a focal point for education, technology, and lifelong learning. Many topics of interest and areas of personal growth were listed. The need for technology help was also cited repeatedly.

- Civic engagement was brought up by all groups. There's a desire to learn more about how government works, to find more factual and reliable information about politicized topics, to understand how to get involved with social change, and how to deal with bureaucracy.
- Community connections is about community building, fostering trust among different groups, and also about providing cultural opportunities for people to come together and enjoy themselves. Trust was mentioned a lot, especially in the context of different cultural groups or different generations learning to trust each other.

Some of these findings might lead to recommendations that are indeed strictly about information needs that the library can seek to fulfill and market to patrons, especially specific groups of Josephine County residents. Other recommendations might have more to do with program ideas for adults, young adults, and children.

Other valuable findings might be beyond the scope of library services and programs. These findings might lead to recommendations as to how the library might:

- Partner with other organizations to develop solutions.
- Expand the use of the library's JosephineLINK resource directory and refer patrons to other organizations.
- Use the library's voice and influence to advocate for certain changes in the community.
- Take actions that serve as a model for other changes wanted in other organizations throughout the county.

The people responding to the library's questions in this assessment see the library as a community hub. The expectation is not that the library fulfill all needs, but that it continue to provide robust library services and programs, partner with schools and other community organizations, and refer community members to more services and programs.

TO: Josephine Community Library District Board of Directors
FROM: Kate Lasky, Library Director
DATE: December 16, 2020
SUBJECT: Library director's report

Action

- Bid for Illinois Valley branch window replacement increased by \$4,700 due to unforeseen glass fitting issues. Total cost is \$21,513, approved per Financial Management Policy 2-3 with approval by Board President Pat Fahey on December 7: "Purchase of emergency services or materials which cannot be delayed until the next board meeting but exceed \$5,000. Such purchases must be approved by the board president and comply with ORS." Library director seeks additional board approval for this emergency expenditure.
- One-year contract for 20 US Cellular hotspots approved for \$10,430 per Financial Management Policy 2-3 on December 2.

General Updates

- Rolled back services during COVID on November 25 to Chapter 2 of the [Reopening Plan](#) due to increased positivity rate in Josephine County. Curbside service continues at all branches with enhanced safety measures including physical barriers, increased signage, and additional ground markings to encourage distance requirements. The Governor's new COVID tiered risk level system outlines service activities allowed, clarifying that curbside service is safe at all risk levels. Patrons have expressed gratitude that we can continue this service safely while buildings are restricted.
- Developed Infection Control Plan and Exposure Risk Assessment as required by [OSHA temporary rules](#). Per OSHA, staff is encouraged to work remotely if possible. State of Oregon CARES Act Coronavirus Relief Funds (CRF) used to implement some additional required changes.
- Received a sixth CRF grant of \$81,636. This grant covers costs of communications, protective supplies, disinfecting measures, public safety measures, employees dedicated to COVID response, distance learning resources, and telework capabilities. The library has received a total \$166,741 from CRF so far. Two more requests are pending for December 11 and December 30.
- Awarded grant request of \$1,500 by Josephine County Cultural Coalition for the Adult Art Kits project.
- Updated grant funder priorities spreadsheet to reflect Board Member John Harelson's request to include dollar amounts. *See attached spreadsheet.*

Stories

- **Online branch:** The library received the following email regarding the October Storybook Walk: "Hello, I took my special needs son in his wheelchair yesterday to do the story walk on 6th avenue. It was so much fun! Thank you for putting that together!"
- **In Grants Pass,** when Grab & Go patrons were turned away after this service was suspended, most were disappointed but understood the reason and were relieved to learn that curbside pick-up service will continue. A patron sent the following e-mail: "When there earlier to pick up books,

forgot that I had wanted to say "thank you" to all of you for providing this curbside pick-up service. It is truly nice to have such a service (as you're able to provide it, of course) over the long, hard winter we're about to face, I'm sure. So, thank you."

- **In Illinois Valley**, to alleviate some of the disappointment of suspending Grab & Go hours, the branch manager created a display of all the new books in the children's room windows facing the walkway. Patrons taking advantage of curbside service can now browse "new" books while they wait.
- **In Wolf Creek**, a patron who regularly visits for computer appointments was sad to see services rolled back. Since this patron does not have a computer, Internet, or cell service, he said he wasn't sure how he would be able to connect to the rest of the world without the library computers. The branch manager suggested he check out a laptop and use the library WiFi. The patron had some trouble with the laptop, so he brought it to the library and called from the parking lot. The branch manager was able to guide him through troubleshooting on the phone, with the patron holding up the laptop to the window. At the end of it all, the patron said "Thank you so much. This is creative problem solving at its finest."
- **In Williams**, a Williams Elementary School substitute teacher took advantage of curbside pick-up and was delighted by the adult arts and crafts kit. She took it home to see if it would be a good fit for some of her classes and is looking forward to more craft kits and ideas in the future.

Successes

- Patrons continue to express excitement for the adult arts and crafts kits.
- Working with the web developer, the communications team successfully update the Library of Thing section of the website for easier "shopping."
- Received complaints from patrons and volunteers about difficulty locating new program information on the website. Working with web designer to address the issue.
- Virtual rooms for elementary-school-age children continue to be an engaging way to explore library resources virtually.

Challenges

- Public services staff is again managing the myriad tasks usually performed by circulation and shelving volunteers. Three on-call library assistants are assisting in the Grants Pass branch and rural branches are utilizing substitute managers to fill in for volunteers.
- Communications about library services continue to be a challenge with the constant changes during COVID.

Imperative #1 Enhance program quality and customer service

- Library card scholarship funding for patrons residing outside of the district boundary resumed in November, with 12 households submitting scholarship requests.
- Hotspot, mobile device usage has increased during the pandemic. CRF has been used to pay for an additional 20 devices for one year of service as a pandemic response for distance learning.
 - 10 devices added 8/2019; circulated 152 times
 - 10 devices added 7/2020; circulated 42 times
 - 10 devices added 10/2020; circulated 24 times
- Continued the following services and projects:

- 2020 Community Needs Assessment, finalizing the Community Outreach report
- Ordering and processing new materials, including newly published items and backlist titles missed during closure
- Virtual parent meetups program, How to Sprout a Reader. Participants receive a prop kit through curbside pick-up
- Virtual storytimes and virtual rooms
- Facebook book club for adults and Facebook volunteer group

Imperative #2 Nurture a work culture that values and supports its staff and volunteers

- New Williams branch manager hired, and orientation completed for most departments. Additional training and orientation will be completed in December.
- Reviewed needs assessment key findings with staff and scheduled staff strategic planning for December 23. Board strategic planning begins in January.
- Held safety committee meeting to discuss OSHA and safety measures. Staff reached consensus that curbside services are safe as patrons wear masks and follow physical distancing procedures.
- Safety committee members attended SDAO OSHA new rules training.
- Keeping volunteers updated with library building status.
- Designed and ordered bookmarks to give volunteers as appreciation tokens during curbside.
- Regular performance reviews are updated and maintained.

Imperative #3 Enhance the facilities across the library systems

- Upgraded new phone systems in Illinois Valley, Williams, and Wolf Creek.
- Continued Illinois Valley window replacement project and electrical upgrade for new HVAC system per COVID prevention.
- Installed and moved desks, barriers, and equipment for COVID prevention.
- Continue construction of children's library office in the Grants Pass branch. Expected completion in two to three weeks.

Imperative #4 Develop efficient operating systems and structures.

- Final financial audit and AFR filed with Secretary of State on December 3.
- Budget committee recruitment is underway. One seat opens in 2020.
- Worked with EdTech Strategies to receive conforming invoicing from Hunter Communications for the E-rate program.
- Completed annual authority record updates, ensuring a consistent, up-to-date search experience for patrons.
- Finalized acquisitions procedures for receiving new materials and tracking orders and expenditures.
- Established routines and recurring tasks to facilitate staff and volunteer workflows in technical services.

Imperative #5 Build awareness and expand partnerships

- Updated signs, phone message, and advertisements and social media accounts to reflect new restrictions on services and new hours reminders related to recent COVID restrictions.

- The Storybook Walk program continues to be a success. Business owners and community member in Grants Pass and Cave Junction continue to let the library know how much they appreciate this passive program during a pandemic.
- Working with the library foundation to promote the end-of-year fundraising drive and will continue to provide support through the end of the year.
- Developed a land acknowledgment for the website and future programming use:

We at the Josephine Community Library District acknowledge that the land on which we operate the four branches in southern Oregon is the traditional home of the Takelma, "(Those) Along the River," the Athabaskan-speaking Dakubetede, "Beautiful Place," the Shasta, and the Taltushtuntude peoples. The discovery of gold in our area in the 1850s and the opening of the Oregon Trail led to clashes between colonizers and the native peoples who had been inhabiting the area for thousands of years. These clashes culminated in the Rogue River Indian Wars. Following an 1853 "Treaty of Peace," the Tribes were confederated together and moved to the Table Rock Reservation in modern-day Medford. Counter to this previous agreement, in 1856 the Tribes were again displaced to the Siletz and Grand Ronde Reservations. Today, the historic Rogue Valley Tribes are represented by the Confederated Tribes of Siletz Indians, with some descendants also residing among the Confederated Tribes of Grand Ronde. We at the library take this opportunity to acknowledge the original caretakers of this land and strive to include the voices of these and other Tribes in our programs, displays, and collection.

Strategic planning preparation: Grant funder priorities

Priorities	Funder	Project	Amount
Arts and History	American Library Association—Gilder Lehrman Institute of American History, Revisiting the Founding Era	Books	\$1,000 plus books
	Josephine County Cultural Coalition	History and Poetry Meet at the Library (2019)	\$1,500
Children and Families	Chaney Family Foundation—overcome abuse, addiction, and poverty	Student Hours at the Library (2020)	\$5,000
	Grants Pass Kiwanis International	-Children's library material and program support (2018, 2019) -Book giveaway (2019)	\$5,000
	Pilcrow Foundation	Williams children's collection (2018)	\$800 in-kind books
	Cow Creek Umpqua Indian Foundation—basic needs, education, community support		
	West Family Foundation—youth enrichment		
	Gordon Elwood Foundation—Youth, families, community		
Community Advancement	Carpenter Foundation—opportunity, choice, inclusiveness, climate for change focus	Library Internet Equity Project (2019)	\$16,000
	Ford Family Foundation—various grants available, rural, children, community building.	Inclusive Library Web project (2020)	\$25,000
	Four Way Community Foundation—cultural, economic, educational, and social betterment.	-Library Patron Computer Project (2018) -Safety and Security Project (2019) -Illinois Valley Library Parking Lot (2020)	\$3,500 \$6,526 \$8,900
	Josephine County Economic Development (lottery funds)	Safety and Security (2019) Library Internet Equity Project (2020)	\$5,500 \$16,000
	Institute of Museum and Library Services—Community Catalyst Initiative, a community building program		
	Oregon Cultural Trust—Cultural Development Grant, access, preservation, creativity, and capacity focus		
	Oregon Humanities—Public Program Grants, rural and diversity focus		
	Rotary Club of Grants Pass—Community Grant Awards		
Diversity, Equity, and Inclusion	American Library Association—Great Stories Club	Book club hosted at Boys and Girls Club of the Rogue Valley (2018)	Training and books
	Collins Foundation	Inclusive Library Web project (2020)	\$58,000
	NTEN (Nonprofit Technology Enterprise Network) for Digital Inclusion Fellowship		\$1,000
	Meyer Memorial Trust—Building Community		
	Oregon Humanities—Responsive Program Grants		
	Libros for OR	-Book purchasing assistance (2018, 2019)	In-kind book purchasing, books, travel to book fair
Education	Oregon Community Foundation—Community Grant Program, Educational Opportunities & Achievement	-Library Technology Replacement Project (2018) -Inclusive Library Web Project (2020)	\$24,000 \$30,000

Strategic planning preparation: Grant funder priorities

	State Library of Oregon—Ready to Read	Summer Reading Program (2017-2020)	\$46,574
	Oregon Cultural Trust—Organizational and Professional Development Grants		
Health and Safety	AllCare Health—COVID-19 Resiliency Fund	UV-C Book Sanitizer (2020)	\$4,098
	Josephine County	Safety and Security (2019)	\$5,500
Priorities	Funder	Project	
Health and Safety (cont.)	State of Oregon, Coronavirus Relief Fund (CARES Act Grant for municipalities)	Pandemic expenditures (2020)	\$166,741
	Solid Waste Agency	-Aspire Book Recycling Project (2017) -Asbestos Abatement Project (2019)	\$7,119 \$4,223
	Special Districts Insurance Services—Safety & Security grant	IV fence and gate installation (2018)	\$1,212
Library Support	Grants Pass Friends of the Library	-Bookpage, early literacy, Readapalooza (2018) -Readapalooza, volunteer program (2019) -Summer Reading Program	\$11,228
	Josephine Community Library Foundation	-Library Development Program (2017) -Collection Development, Baby's First Book, art appreciation, teen room refresh (2018) -Art appreciation, collection development, library technology replacement project (2019) -Inclusive Library Web project, art appreciation (2020)	\$134,105
	Institute of Museum and Library Services—CARES Act Grants for Museums and Libraries		
	Institute of Museum and Library Services—Accelerating Promising Practices for Small Libraries, rural projects		
	Institute of Museum and Library Services—Laura Bush 21st Century Librarian Program		
	Institute of Museum and Library Services—National Leadership Grants for Libraries		
Technology	Free Geek	Patron Group Training (2019)	In-kind computers and class collaboration worth \$10,000
	State Library of Oregon—Library Services and Technology Act	Refreshing Youth Collections (2018)	\$3,000 books
	State Library of Oregon—CARES Act Grant	Digital Access Response (2020)	\$17,488

TO: Josephine Community Library District Board of Directors
FROM: Business Manager Kedron Hay
DATE: December 16, 2020
SUBJECT: November 2020 Financial Statement

Accounting

- The net income for the general fund on the P&L of \$659,847 does not equal the Balance Sheet net income of \$696,131. This is due to the Balance Sheet representing all funds/grants and the P&L representing only the General Library Operations fund. \$659,847 plus \$36,284 (net income of special funds only) equals \$696,131.
- JCLD invoiced Josephine Community Library Foundation \$720 for 12 household scholarships.
- LGIP interest remains at .75%.

Statement of Financial Activities (general fund P&L)

Revenue

- The district received \$1,021,189 for current year tax levy and \$4,265 of prior year's tax levy income in November 2020; total year to date tax revenue is \$1,062,849.
- Non-resident card fees for the month of November were \$620.

Expenses

- Collection development budget is \$175,000 for general fund purchases. Total collection development dollars spent in November from the general fund are \$12,866, and \$23 for special funds in November. Total year-to-date collection development purchases equal \$66,888 for all funds.
- Personal services are distorted for November at \$10,530. Public services director (March 15-July 1), maintenance coordinator (March 15-present), and library sub (March 15-present), wage and payroll tax were reclassified to the State of Oregon CARES Act Coronavirus Relief Fund grant in the amount of \$47,300.
- Telecommunications is not reflective of Hunter Communications invoices. JCLD is awaiting corrected invoicing. This complication is due to the E-rate program and Hunter's inaccurate billing.

Special Contracts

- Special contracts include \$3,135 for technical/grant writing to Stover Writing Services in the month of November and \$360 to Cynthia Harelson CPA for third party reconciliations.

Grants

- Total of grant expenses for the month of November is \$77,715.
- Total revenue received from grants in FY21 is \$258,801 representative of 12 grants.

Statement of Financial Position (balance sheet)

- The district assets include \$167,246 in the district checking account. The Grants Pass maintenance fund totals \$15,363 and is held in a savings account with People's Bank. LGIP account "General Pool 6000" represents tax dollars transferred from the Josephine County Treasurer to the required government investment account and totals \$1,745,341 and a reserve fund of \$150,762. Cash Drawers at the four branches total \$390, and \$19,846 is held by the Josephine County Treasurer in the treasury account.
- The total combined assets of these accounts equal \$2,098,935 including \$244,985 in restricted grant funds, maintenance fund and reserve fund.

**Josephine Community Library District
Profit & Loss Budget vs. Actual - General Fund
November 2020**

	Actual November-20	Year to Date Actual	Annual Budget	\$ Over (Under) Budget	Budget Forecast
Ordinary Income/Expense					
Income					
4000 - Current Year Tax Levy	\$ 1,021,189	\$ 1,021,189	\$ 1,425,000	\$ (403,811)	\$ 1,425,000
4005 - Prior Year Taxes	\$ 4,265	\$ 25,415	\$ 27,200	\$ (1,785)	\$ 27,200
4100 - Fees	\$ 60	\$ 612	\$ -	\$ 612	\$ -
4102 - Non-Resident Card Fees	\$ 620	\$ 2,310	\$ 45,000	\$ (42,690)	\$ 45,000
4200 - Interest Income	\$ 7,664	\$ 12,312	\$ 22,000	\$ (9,688)	\$ 22,000
4300 - Other Revenues	\$ 200	\$ 1,010	\$ -	\$ 1,010	\$ -
4310 - Donations	\$ -	\$ -	\$ -	\$ -	\$ -
Total Income	\$ 1,033,998	\$ 1,062,849	\$ 1,519,200	\$ (456,351)	\$ 1,519,200
Expense					
5000 - Personal Services	\$ 10,530	\$ 251,153	\$ 843,600	\$ (592,447)	\$ 843,600
5200 - Collection Development	\$ 12,866	\$ 43,554	\$ 175,000	\$ (131,446)	\$ 175,000
5300 - Technical Services	\$ 29,711	\$ 30,483	\$ 42,600	\$ (12,117)	\$ 42,600
5400 - Building Improvements	\$ 1,579	\$ 7,212	\$ 13,800	\$ (6,588)	\$ 13,800
5500 - Facilities & Equipment	\$ 477	\$ 4,050	\$ 49,800	\$ (45,750)	\$ 49,800
5600 - Computer Maintenance	\$ 1,962	\$ 2,755	\$ 13,800	\$ (11,045)	\$ 13,800
5700 - Insurance	\$ -	\$ -	\$ 9,400	\$ (9,400)	\$ 9,400
5800 - Travel & Training	\$ 127	\$ 5,528	\$ 44,200	\$ (38,672)	\$ 44,200
6630 - Election	\$ -	\$ -	\$ 10,000	\$ (10,000)	\$ 10,000
6640 - Auditor	\$ -	\$ -	\$ 17,500	\$ (17,500)	\$ 17,500
6650 - Patron Services and Supplies	\$ -	\$ 22	\$ 9,100	\$ (9,078)	\$ 9,100
6660 - Volunteer Support	\$ 12	\$ 68	\$ 2,900	\$ (2,832)	\$ 2,900
6670 - Events at Library	\$ 25	\$ 100	\$ 13,200	\$ (13,100)	\$ 13,200
6680 - Communication & Outreach	\$ 1,026	\$ 3,772	\$ 30,500	\$ (26,728)	\$ 30,500
6690 - Special Contracts	\$ 4,470	\$ 28,315	\$ 95,500	\$ (67,185)	\$ 95,500
6699 - Legal Administration	\$ -	\$ 85	\$ 2,000	\$ (1,915)	\$ 2,000
6700 - Administrative Support	\$ 1,571	\$ 7,839	\$ 19,900	\$ (12,061)	\$ 19,900
6800 - Telecommunications	\$ 185	\$ 4,965	\$ 15,200	\$ (10,235)	\$ 15,200
6850 - Utilities	\$ 2,757	\$ 13,101	\$ 40,600	\$ (27,500)	\$ 40,600
8000 - Transfers & Contingency	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expense	\$ 67,300	\$ 403,002	\$ 1,448,600	\$ (1,045,598)	\$ 1,448,600
Net Ordinary Income	\$ 966,698	\$ 659,847	\$ 70,600	\$ 589,247	\$ 70,600
Net Income	\$ 966,698	\$ 659,847	\$ 70,600	\$ 589,247	\$ 70,600

**Josephine Community Library District
Enhanced Library Services
November 2020**

	Revenue Collected through FY20	Revenue Year to Date FY21	Annual Budget	Total Revenue	Expenditure Spent through FY20	Expenditure Year to Date FY21	Total Expenditure	Remaining Fund Balance
Grant Revenue								
AllCare - Covid 19	4,098	0	4,098	4,098	0	(4,098)	(4,098)	0
Carolyn Rice	0	1,765	1,765	1,765	(1,765)	0	(1,765)	0
Carpenter Foundation - erate	16,000	0	16,000	16,000	(10,695)	(5,305)	(16,000)	0
Chaney Family Foundation	0	5,000	5,000	5,000	0	0	0	5,000
Collins Foundation - Inclusive Weg	0	58,000	58,000	58,000	0	(9,750)	(9,750)	48,250
Covid Relief Fund - State of Oregon	6,562	160,179	40,000	166,741	(6,562)	(152,150)	(158,712)	8,030
Dorothy Thompson Fund - 2020	0	0	25,000	0	(8,878)	(16,169)	(25,046)	(25,046)
Friends of the Library	29,804	0	20,100	29,804	(27,019)	(1,938)	(28,958)	846
Ford Family Foundation	0	25,000	25,000	25,000	0	(10,508)	(10,508)	14,492
JCLF	27,411	8,856	40,000	36,267	(25,023)	(3,856)	(28,879)	7,388
Josephine County Economic Dev - erate	16,000	0	16,000	16,000	0	(15,068)	(15,068)	932
Kay Jean Turner - 2019	0	0	2,000	0	(2,000)	0	(2,000)	(2,000)
Ready to Read Program 2020	11,367	0	11,367	11,367	(1,760)	(4,298)	(6,059)	5,308
Total	111,242	258,801	264,330	370,042	(83,702)	(223,140)	(306,842)	63,200

Cash Basis

**Josephine Community Library District
P&L Special Funds (all transactions)
As of November 30, 2020**

	<u>Maintenance Fund (Special Funds)</u>		<u>Restricted</u>		<u>Unrestricted</u>	<u>Totals</u>
Maintenance Fund Beginning Balance	21,458		15,000		16,510	31,510
Transfer per Lease Agreement for 2019/2020	10,000	Expenses				
Interest Earned	52	GP hot water heater	630	WM A/C	4,383	
	<u>31,510</u>	GP gutter/ glashing	239	IV sewer	3,771	
		GP gutter cleaning	85	IV fascia/eave	5,000	
Transfers to General Fund	<u>-16,148</u>	GP ceiling tiles	42			
		GP water fountain	1,600			
Total Maintenance Fund Balance at 6/30/2019	<u><u>15,363</u></u>	GP fans	398			
		Total Expensed	<u>2,994</u>		<u>13,154</u>	<u>16,148</u>
		To be Transferred				
		Remaining	<u><u>12,006</u></u>		<u><u>3,356</u></u>	<u><u>15,363</u></u>
Expense						
5500 - Facilities & Equipment						
5402 - Branch Building Improvements	11,135					
5501 - Bld Repairs & Maintenance	4,383					
5505 - Equipment Improvement & Maint.	630					
Total Expense	<u><u>16,148</u></u>					

Josephine Community Library District
Balance Sheet

As of November 30, 2020

Nov 30, 20

ASSETS

Current Assets

Checking/Savings

1000 · People's Bank of Commerce	167,246
1010 · People's Bank-Savings	15,363
1100 · General Pool 6000	1,745,341
1110 · LGIP - Reserve Fund	150,762
1120 · Jo Co Treasury Account	-13
1150 · Cash Drawers	390

Total Checking/Savings 2,079,089

Other Current Assets

1310 · JoCo Reserve for Disputed Tax	19,846
1500 · Interfund Loans	5,000

Total Other Current Assets 24,846

Total Current Assets 2,103,935

Fixed Assets

1610 · Furniture and Equipment	303,131
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Total Fixed Assets 303,131

TOTAL ASSETS 2,407,066

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Other Current Liabilities

2100 · Payroll Liabilities	
2130 · Health Insurance withholdings	111
Total 2100 · Payroll Liabilities	<u>111</u>
2400 · Deferred Revenues(audit)	19,846
2900 · Interfund loan payables	5,000

Total Other Current Liabilities 24,957

Total Current Liabilities 24,957

Total Liabilities 24,957

Equity

3909 · General Fund Balance	2,495,640
3909A · General Fund Appropriated	-1,112,793
3910 · GP Maint Fund Balance	15,331
3910A · GP Maint Fund Appropriated	-15,331
3920 · Capital Asset Investments	303,131
Net Income	696,131

Total Equity 2,382,108

TOTAL LIABILITIES & EQUITY 2,407,066

TO: Josephine Community Library District Board of Directors
FROM: Kate Lasky, Library Director
DATE: December 16, 2020
SUBJECT: First reading of revised Personnel Policy 4-4-4

Background

The following Personnel Policy is presented for the board's first reading this month:

- Revised Personnel Policy 4-4-4, **Educational Assistance Plan (revised)**

Recommendation

The policy revision shifts the narrative to job related educational assistance. This revision more clearly states the necessity of the Educational Assistance Plan pertain to an employee's job description and that associated course work is not to be conducted during the employee's scheduled work hours.

Policy 4-4-4. Educational Assistance Plan

Adopted 12/18/2019

Adopted xx/xx/xxxx

Objective

Josephine Community Library District (JCLD) offers educational reimbursement benefits to encourage self-development and professionalism by providing financial assistance for certain job related education ~~related~~ expenses.

This Educational Assistance Plan (EAP) includes assistance with the cost of tuition and certain other ~~related~~ educational expenses in the pursuit of an undergraduate or graduate degree and non-degree college courses as related to the employee's job description.

Eligibility

JCLD provides the EAP to regular full-time who work at least 40 hours per week, or at least 80 hours on a bi-weekly basis and part-time employees who regularly work 20 hours a week or more. Eligibility for the EAP begins on the 91st day of employment.

Plan Benefits

JCLD will reimburse the employee no more than \$1,000 a fiscal year for qualified educational expenses. Under Section 127 of the Internal Revenue Code, the employee receives the reimbursements under this EAP as tax-free fringe benefits.

Approval

Employees must gain approval from library director and manager prior to enrolling in any degree or non-degree courses. This will alleviate any potential expenses being incurred which are ineligible. An EAP Request Form must be completed and submitted to manager and library director for approval prior to enrollment. Approval for the EAP is at the discretion of the library director in conjunction with employee's manager.

Eligible Tuition, Fees and Expenses

The following expenses may be eligible for reimbursement as related to the employee's job description:

1. Tuition fees for college/university eligible courses. Eligible courses include college-credit course offered by an accredited college or university; online courses offered by an accredited college or university; and, adult education non-credit and/or non-degree courses offered by an accredited institution.
2. Required textbooks, supplies and required fees. These may include books printed or electronic; supplies if they are required as part of the course; and, fees assessed by the institution which are required for enrollment in and completion of an approved course or degree and are not refundable after completion of a course.

An employee is eligible for reimbursement of a course under this EAP only if he or she is an active employee at the time the course commences and at the time of reimbursement.

Ineligible Tuition, Fees and Expenses

Ineligible fees and expenses include:

1. Recreation or leisure time courses such as golf, bridge, sewing, etc. are not covered.
2. Dale Carnegie, Evelyn Wood Reading Dynamics, and other similar programs are not covered under this EAP. If a manager recommends one of these courses, it may be eligible for reimbursement as a business expense.
3. Optional supplies and fees are not reimbursable.

Reimbursement Qualifications

To qualify for reimbursement, an employee must receive a grade of 3.0 or better, or a “Pass”, if taking a “Pass/Fail” course. No benefit will be payable unless these requirements are met.

Once a course has been satisfactorily completed, an employee may request reimbursement for eligible fees and expenses related to the course up to a maximum of \$1,000. An EAP reimbursement form will be submitted to the employee’s manager with documentation of grade received. Manager will then submit form to library director for signature.

Reimbursement requests must be submitted no later than 90 days following completion of the course. A reimbursement submitted after 90 days is not eligible for reimbursement.

Repayment Requirements

The JCLD Education Assistance Plan Repayment Agreement requires that an employee repay amounts reimbursed for tuition, fees and expenses in the event the employee voluntarily separates employment from JCLD.

By signing the Repayment Agreement, an employee agrees to repay tuition, fees and expense benefits received under the EAP based on voluntary separation and the following schedule:

Time Worked The time between the date of the reimbursement and the employee’s termination date.	Percentage of Repayment As related to the amount of tuition, fees and expenses reimbursed to the employee prior to the employee’s termination date.
6 months or less	100 %
Greater than 6 months, less than 12 months	75%
Greater than 12 months, less than 18 months	50%
Greater than 18 months, less than 24 months	25%

Time Off Work

~~Course schedules should not conflict with the employee's work schedule. Course associated research, projects, homework, and the like, should not be performed during the employee's scheduled work hours.~~

Modification and Termination

JCLD reserves the right to modify or terminate this EAP, in whole or in part, in such manner as it shall determine. Modification or termination may be made by JCLD for any reason.