

Strategic Plan





Start here. Go anywhere.





The plan includes...

Alignment with city realities

Target market segments

New mission, vision, and organizational values statements

Strategy framework

Market strategies

Organizational development strategies

Implementation “logic models” and actions

Implementation roll out plan

Staff implementation training

The plan aligns with...

City budget realities

Community needs

Library staff strengths





Community Assessment and Findings

City budget realities

The city is digging itself out of a financial hole. The extent of the debt and the time it will take to pay it off severely limits city services, employment, and investments over the next three to five years, and possibly longer.

City officials are taking a disciplined, prudent, and conservative approach to managing the city's finances.

Beyond the library's \$2.2 million operating budget, there are no additional operating or capital funds that can be directed to the library over the next three to five years, and possibly longer.

Any additional library funding will have to come from alternative outside sources. This may include grants, gifts, sponsorships, and in kind services such as from volunteers and/or partners.

In the last year the library was awarded grants from a range of sources including STEAM programming, new computers, and this strategic plan.



Community Assessment and Findings

Demographic and socio-economic realities

North Las Vegas is a city of families with children

North Las Vegas has a very large working class population that serves all of the Vegas valley

There is a small upper middle class population

There is a large significant number of low income “young” families that are ethnically Hispanic -- both parents (in their 20’s) and children (under ten years of age)

Children in low income families grow up with a digital disadvantage

They are born as digital natives but don’t have the family resources to have computers or internet access at home

They are digital “have-nots” ...a fact that has significant social and economic implications. How will they find good, solid jobs yet alone compete with people their same age who grew up with computers and internet access at home?

Perhaps over simplifying, the city is socio-economically stratified into three area from the south (poorest) to north (wealthiest)

Developing a data-driven and customer focused plan

Gathered, mapped, and studied community and library usage data

Held conversations with stakeholders and community leaders

Engaged staff in multiple ways including interactive workshops

Studied best practices

Evolved the Library's brand identity

Prepared key findings





Stakeholder interviews

30 minute interviews

We asked: “What are, from your perspective, the top of mind issues North Las Vegas will be facing as a community and city, over the next three years?”

Range of sectors

Business leaders

Mayor and city council members

City manager and other city department managers

HUD

United Way of Southern Nevada

Goodwill of Southern Nevada

Clark County School District

NVPD

Nellis Air Force Base

College of Southern Nevada



A range of methods were undertaken to engage staff as co-authors in preparing the plan

Staff interviews

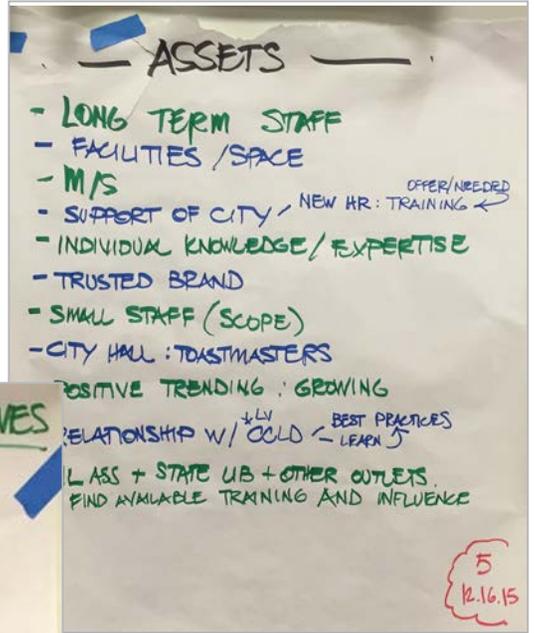
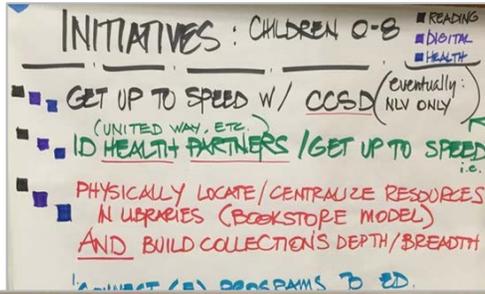
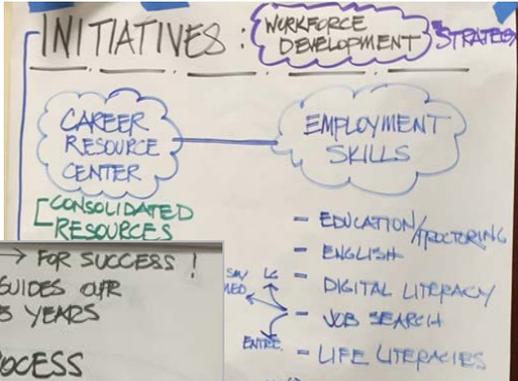
Online staff survey

Community needs assessment and organizational development workshop

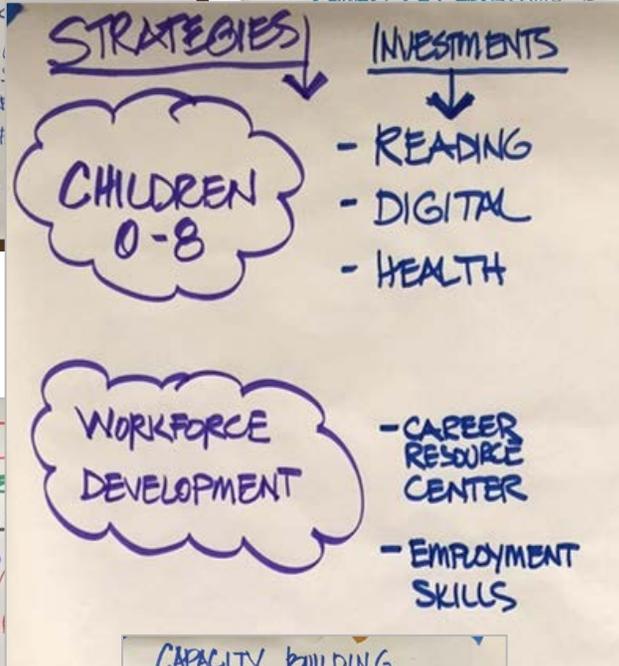
Strategy identification workshop

Strategy development and organizational development workshop

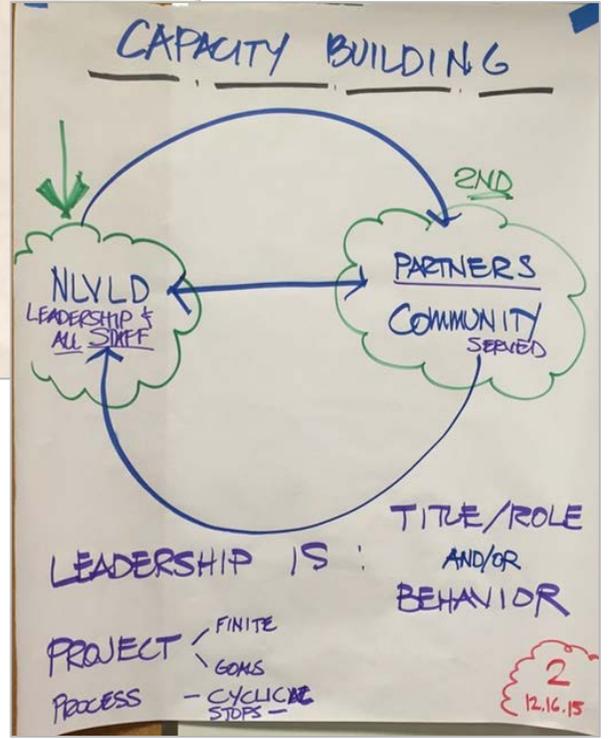
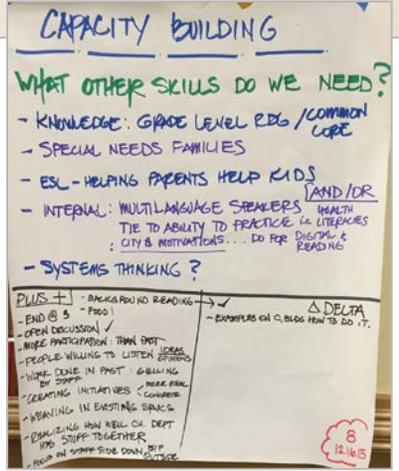
Planned implementation worksessions in February, March, April, May and June



- FOR SUCCESS!
- STRATEGIC PLAN GUIDES OUR ACTIONS - 3 TO 5 YEARS
 - DELIBERATE PROCESS
 - BEGINNING & END (PLANNING PROCESS)
 - "AUGUST"
 - "FEB/MAR"
 - BASED ON SPECIFIC NEEDS: NLV
 - DATA: QUANTITATIVE / QUALITATIVE
 - MARKET SEGMENTS
 - COMM. CONVOS
 - KEY LEADERS
 - BOARD INVOLVEMENT
 - FOCUS: CHILDREN 0-8, AND WORKFORCE DEVELOPMENT 2 AREAS OF
 - BUILDING ON STRENGTHS!



- TALKING**
- BARRIERS TO EMPLOYMENT**
- EDUCATION (HS DIPLOMA, GED, CE)
 - HIGH
 - MED
 - LOW
 - ENGLISH
 - DIGITAL LITERACY
 - FINDING JOBS / SEARCH / JOB FAI
 - SOFT SKILLS
 - TRANSPORTATION / REFERRAL
 - APPEARANCE / BEHAVIOR
 - HOMELESSNESS (BASIC NEEDS) / REFERRAL
 - CHILDCARE / REFERRAL
 - VET EXPERIENCE BUILD ON CITY PROJECT SOCIAL TRANSITION
 - PRISONER RE-ENTRY
- OPPS: EMPLOYMENT
- LARGE COMPANY
 - SMALL-MED BUSINESSES
 - ENTREPRENEUR
10. 12.15



Industry best practices

Seven topic papers were prepared to identify industry best practices and challenge Library staff to ask how they could adopt new ideas and what obstacles need to be overcome to move forward



Four areas of analysis were undertaken and findings made





Organizational Development Findings

Background

Based upon staff interviews with staff and an organizational assessment including operations and staff interactions

Takes into account the recent history of the organization, including challenges facing the City

Key issues and problems

Large population served by few staff

High touch service stretches staff

Too few locations for the geographical size of the city

Very limited and tight budget

Need clarity on service priorities

Need clarity on business priorities

Need clarity on NLVLD v. LVCCLD services and outlets

Key strengths

Budget and staffing levels are stable

Some budget growth expected after 2020

Very supportive city management

Very much engaged Library Board

LVCCLD provides significant back of house services

Evolve working relationships with existing and new partners

Strategic plan will give direction to prioritizing services and staff focus

Key opportunities

Communications

Project planning and management

Facilitation skills and techniques

Market segmentation

The categorization of existing or potential customers into groups based on common characteristics such as age, gender, income, and geography or other attributes relating to consumption behavior

Combines cluster analysis with latest data mining techniques

65 segments nationally...some subset are in your library's service are



How people look

How people act

	Demographics	Lifestage	Needs	Attitudes
	Married couple Household income \$125,000	Two kids under 10 Both parents work	Looks for new menu ideas Value oriented menus Cooking club member	Value shopper Prefers low fat products Enjoys cooking
	Married couple Household income \$125,000	Two kids under 10 Both parents work	Ready-to-eat products Pre-cooked entrees Home grocery deliver services	Convenience shopper Prefers organic foods Doesn't enjoy cooking

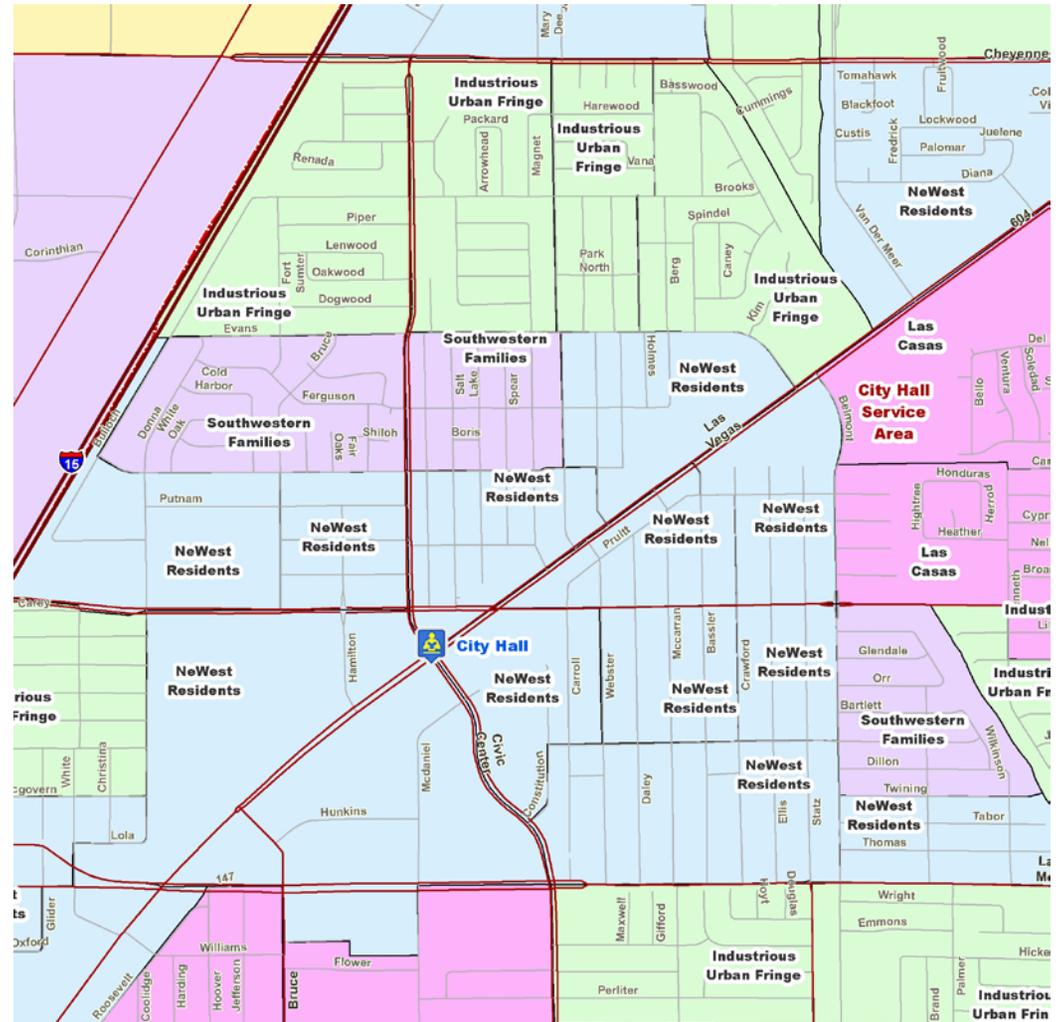
Neighborhood based down to the census block group level

Data sources

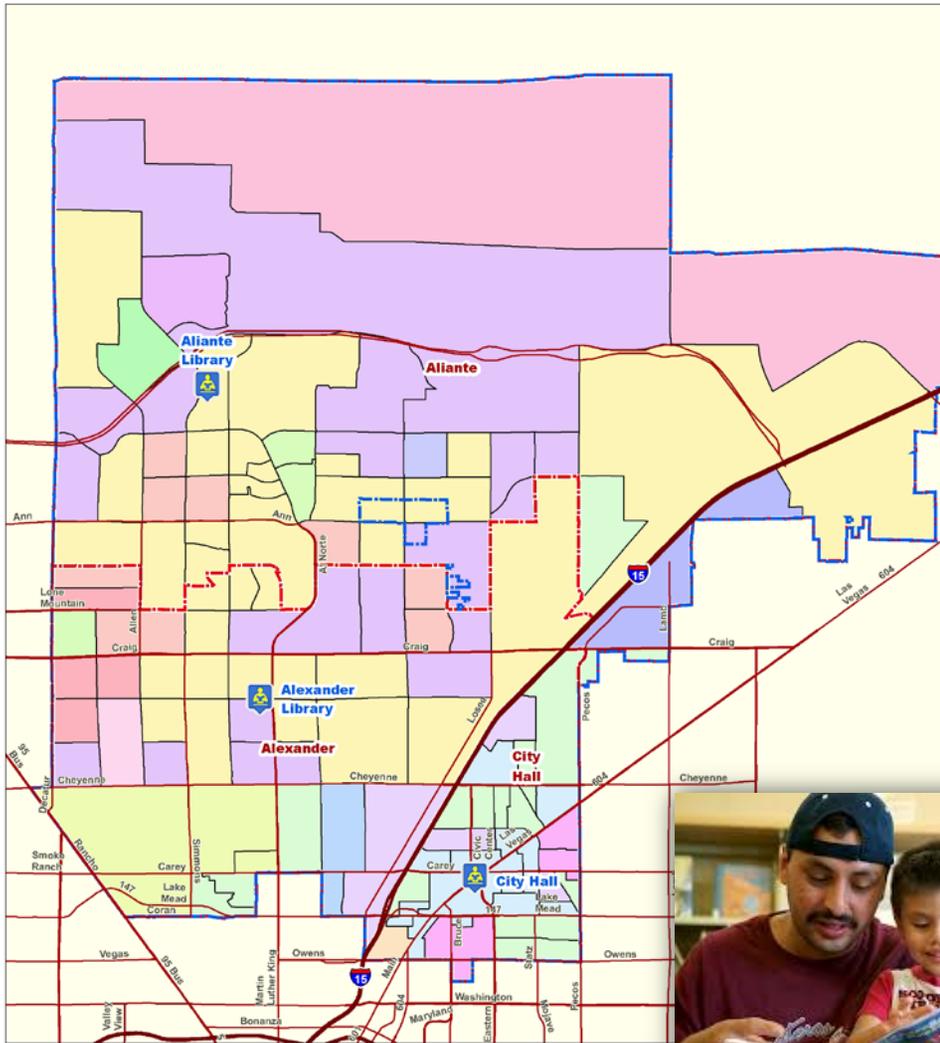
U.S. Census Bureau, Esri's own demographic updates and projections, population updates from cities, counties, states, real estate transactions and housing starts, USPS delivery statistics

Validation

Consumer market surveys



Our customers and priority markets



All Market Segments

 Outlets	 Cozy and Comfortable	 Milk and Cookies	 Southern Satellites
 Service Areas (boundary)	 Family Foundations	 Modest Income Homes	 Southwestern Families
 Aspiring Young Families	 Industrious Urban Fringe	 NeWest Residents	 The Elders
 Boomburbs	 Las Casas	 Rural Resort Dwellers	 Unclassified
 City Commons	 Metro City Edge	 Simple Living	 Up and Coming Families
 City Dimensions	 Middle Junction	 Social Security Set	 Young and Restless
	 Military Proximity	 Sophisticated Squires	

Target groups

Families with children

222,000 people (92%)

Other

16,000 people (7%)

Seniors

4,000 people (1%)



Population

241,489

Customers

94,791

40% market share

Non-customers

144,948

60% market share

Segments

20

Customer Checkouts

1,235,057

SuperGroup Summary with Segments

SuperGroup
Families with children Population
221,567 (92%)

Segments

Up and Coming Families	Southwestern Families
Aspiring Young Families	Boomburbs
Industrious Urban Fringe	Family Foundations
NeWest Residents	Metro City Edge
Milk and Cookies	City Commons
Las Casas	

Generally, these are two-parent families (with however single parents), younger than 40, most have kids under 12 (although some of the segments have teens in middle and high school)

SuperGroup
Others Population
16,235 (7%)

Segments

Cozy and Comfortable
Sophisticated Squires
Young and Restless
Midlife Junction
Southern Satellites
Military Proximity

Generally, these include three types: young professionals, married couples over 50 who are at the height of their income potential regardless of their income level who's kids have left home, and

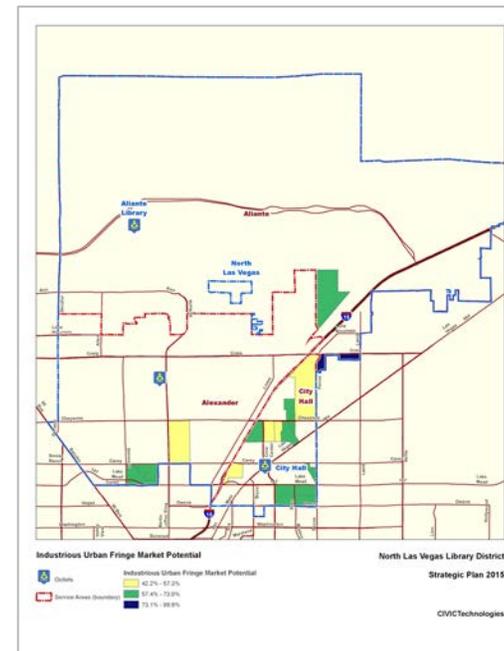
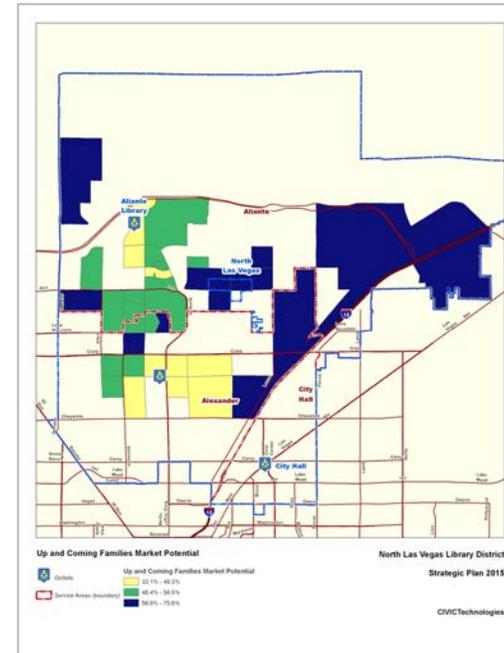
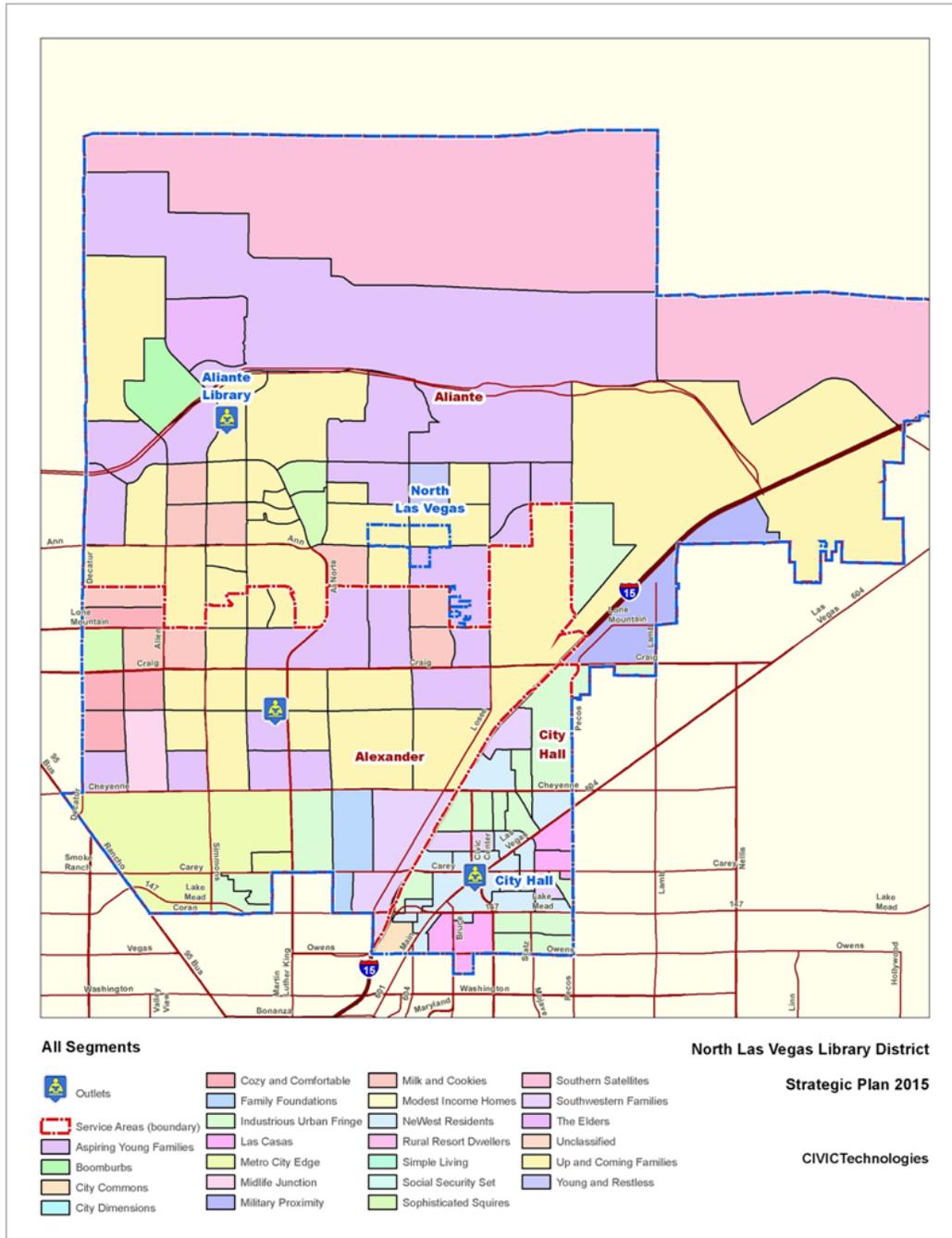
SuperGroup
Seniors Population
3,559 (1%)

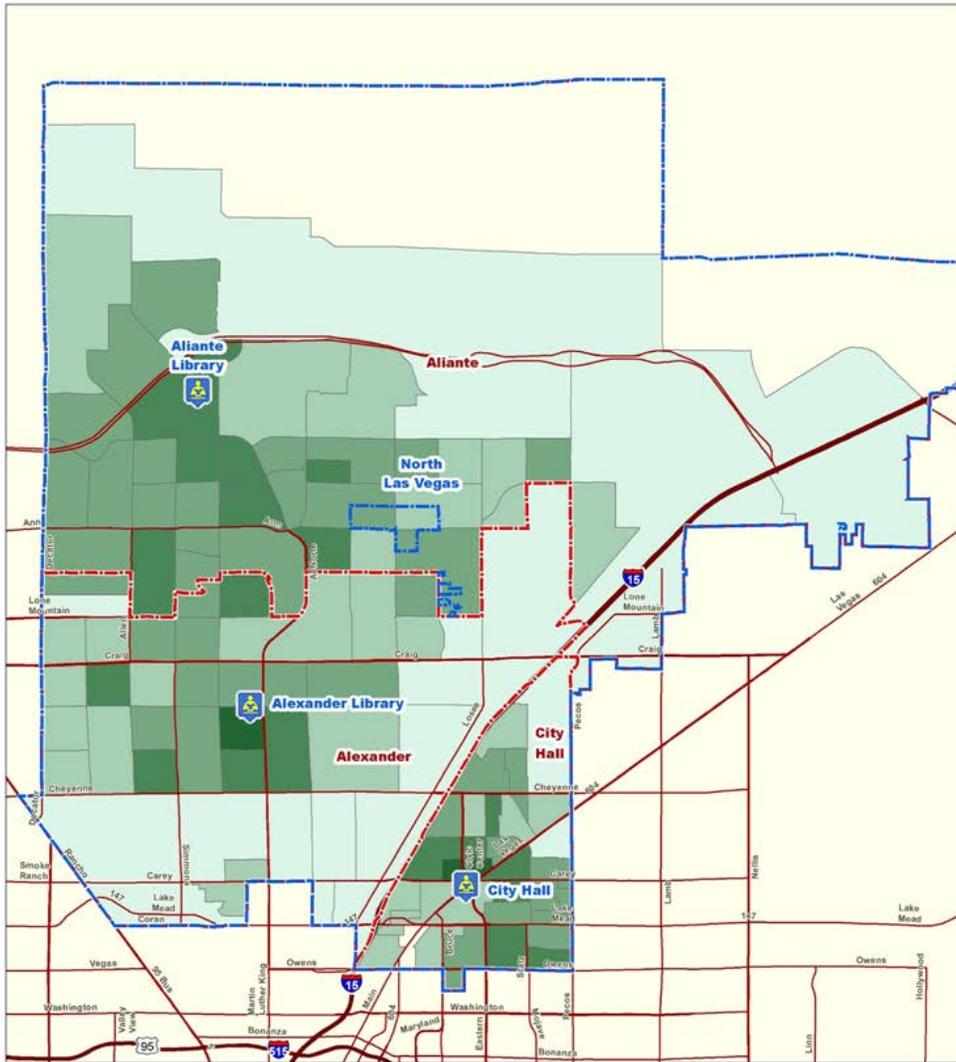
Segments

The Elders
Rural Resort Dwellers

Seniors are a traditional definition of seniors: over 65, some still working but most are retired with a natural combination of married and single

Segments and Examples of Market Potential





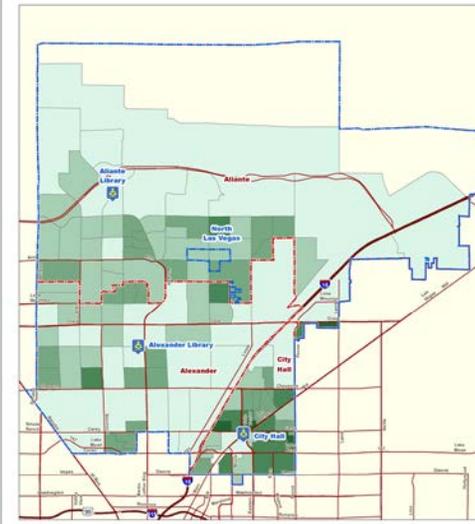
Checkout Density



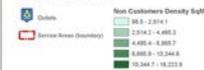
North Las Vegas Library District

Strategic Plan 2015

CIVICTechnologies



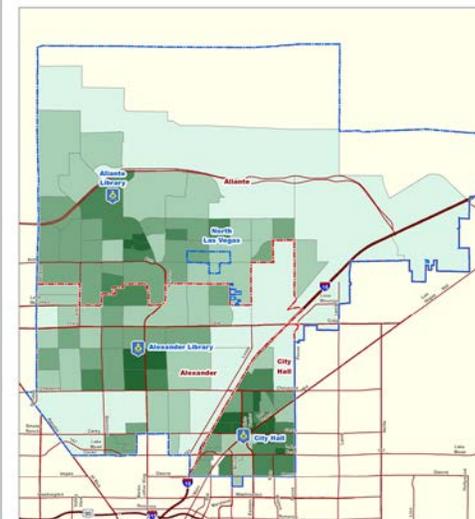
Non Customer Density



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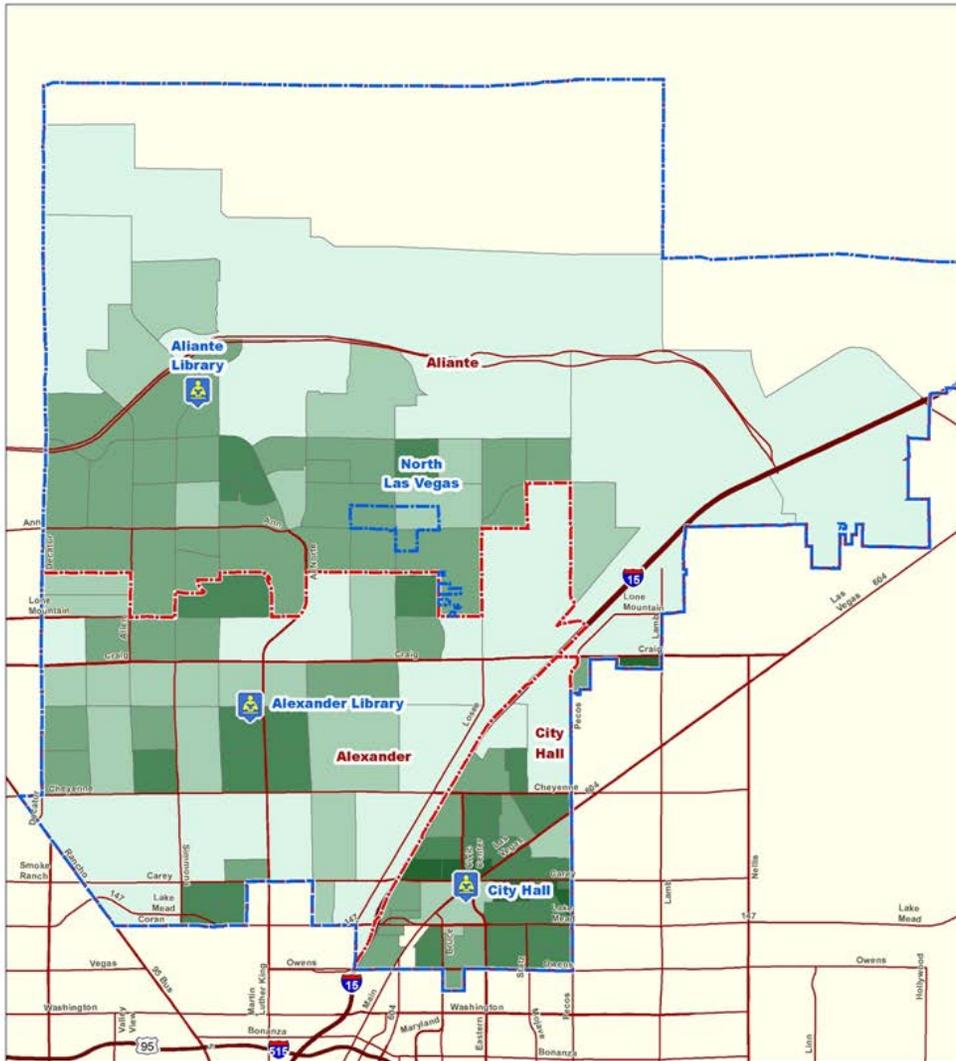
Customer Density



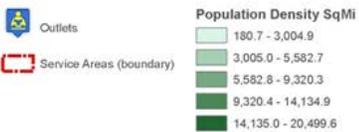
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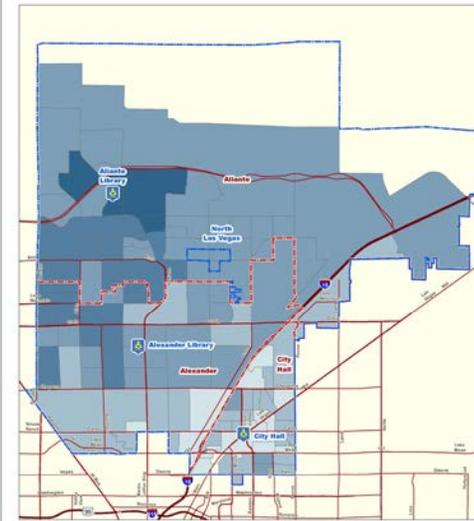
Population Density



North Las Vegas Library District

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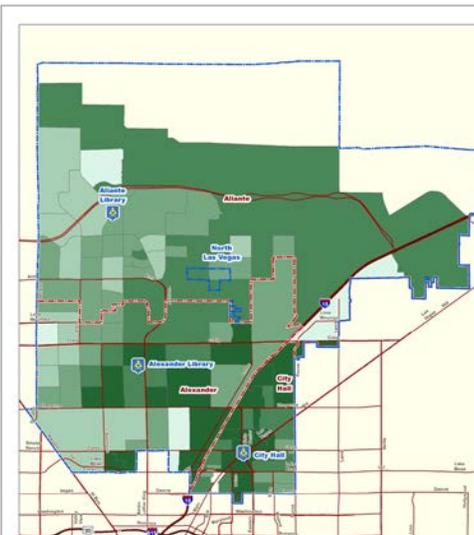
Median Household Income



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Diversity Index

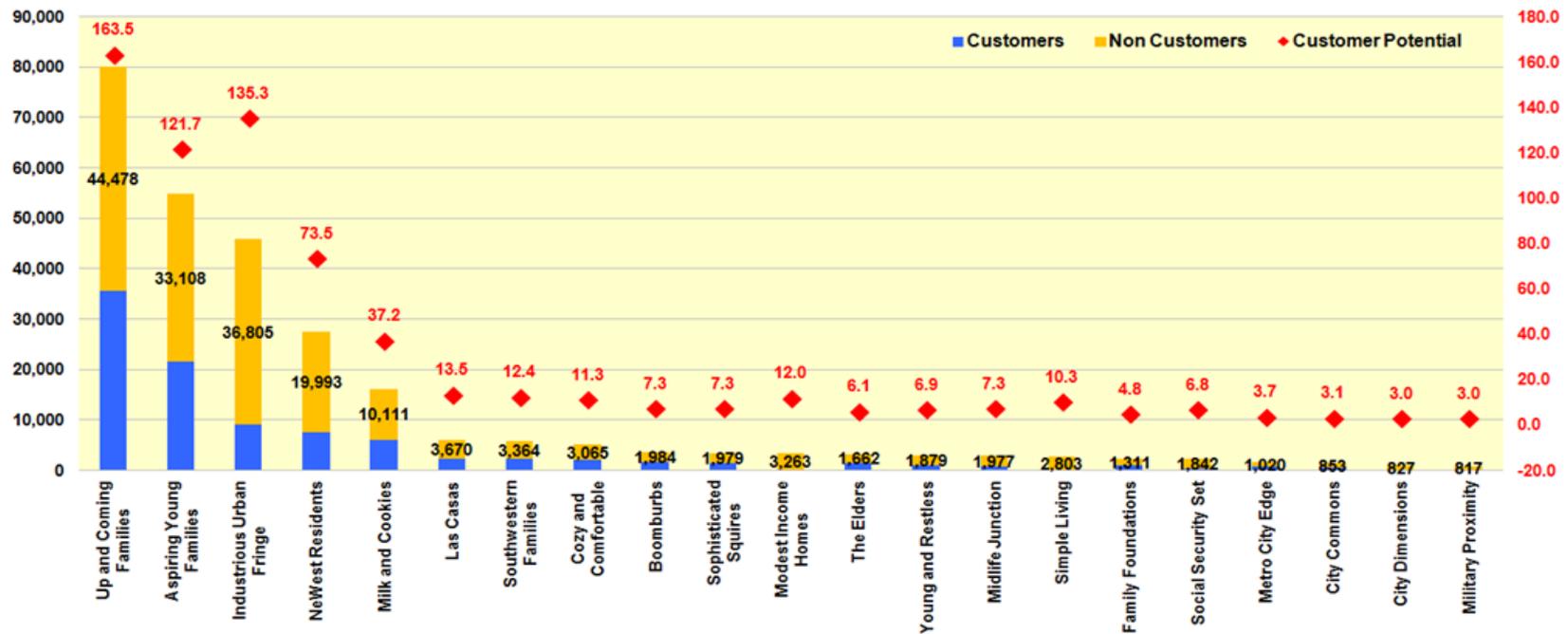
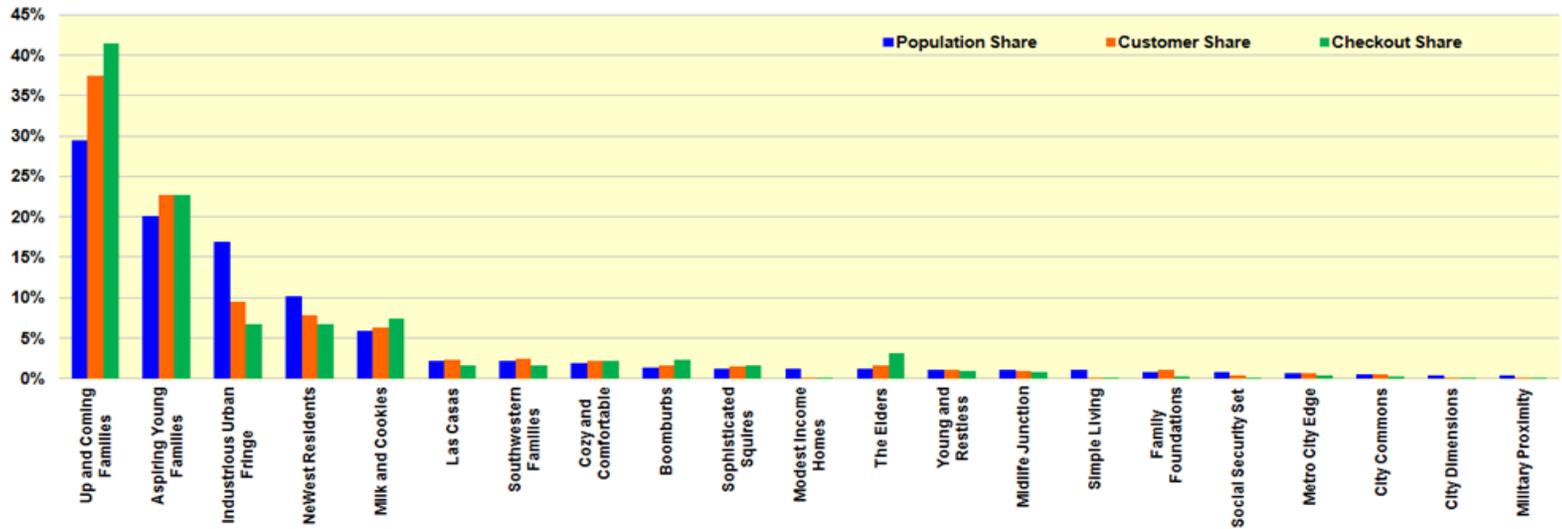


North Las Vegas Library District

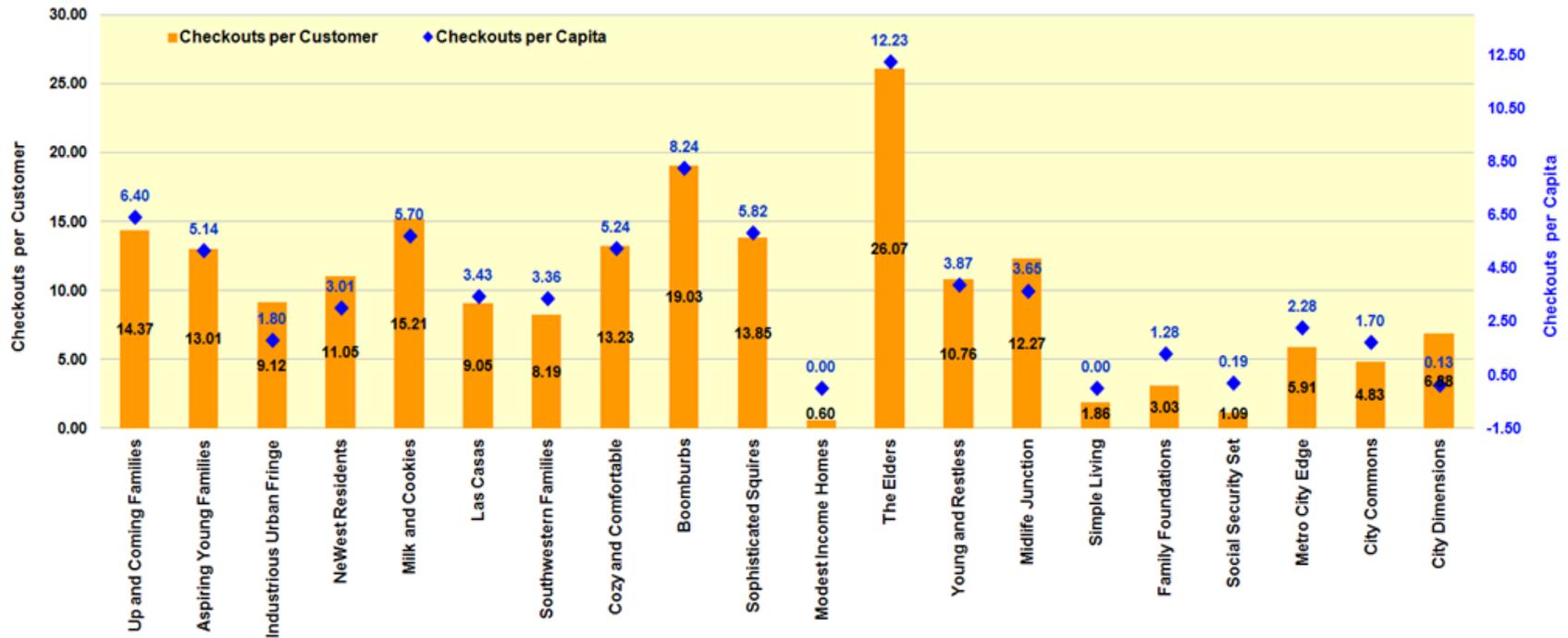
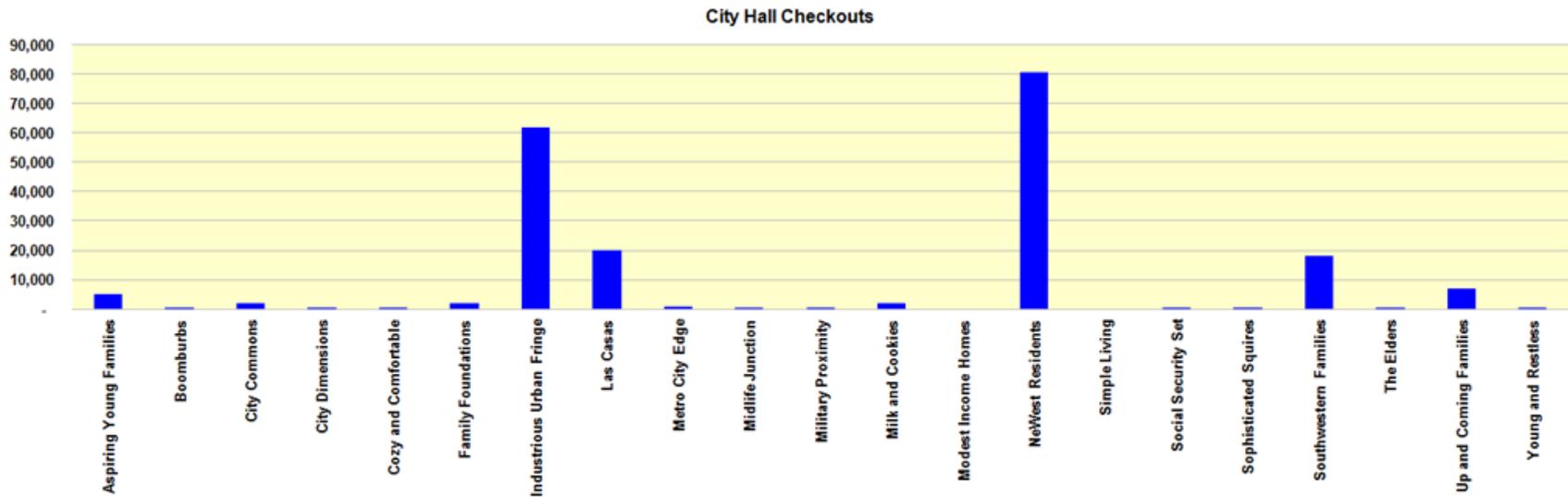
Strategic Plan 2015

CIVICTechnologies

Share and Customer Potential



Checkouts by Segment



The big take away's

Protect the city's investment in the Library as a whole including staff and facilities

Reposition the Library to be customer centric

New mission, vision, and organizational values statements

Strategic framework with two market strategies and one organizational development strategy

Implementation "logic models," action plans, and roll out plan

Implementation staff training program





Mission and vision statements

Mission

In our city of many neighborhoods, we are the people and places that provide the educational resources to support students, grow careers, and enrich lives.

Vision

North Las Vegas has vibrant neighborhoods and strong families, represented by a diverse cultural and socioeconomic population. The Library's primary focus on childhood literacy from birth to 8 and workforce readiness revitalizes the community and encourages each generation in greater life success.



Organizational development values

To be an organization that always delivers customer-driven services, these values guide, inspire, and nourish us:

Passion

Innovation

Collaboration

Agility

Success

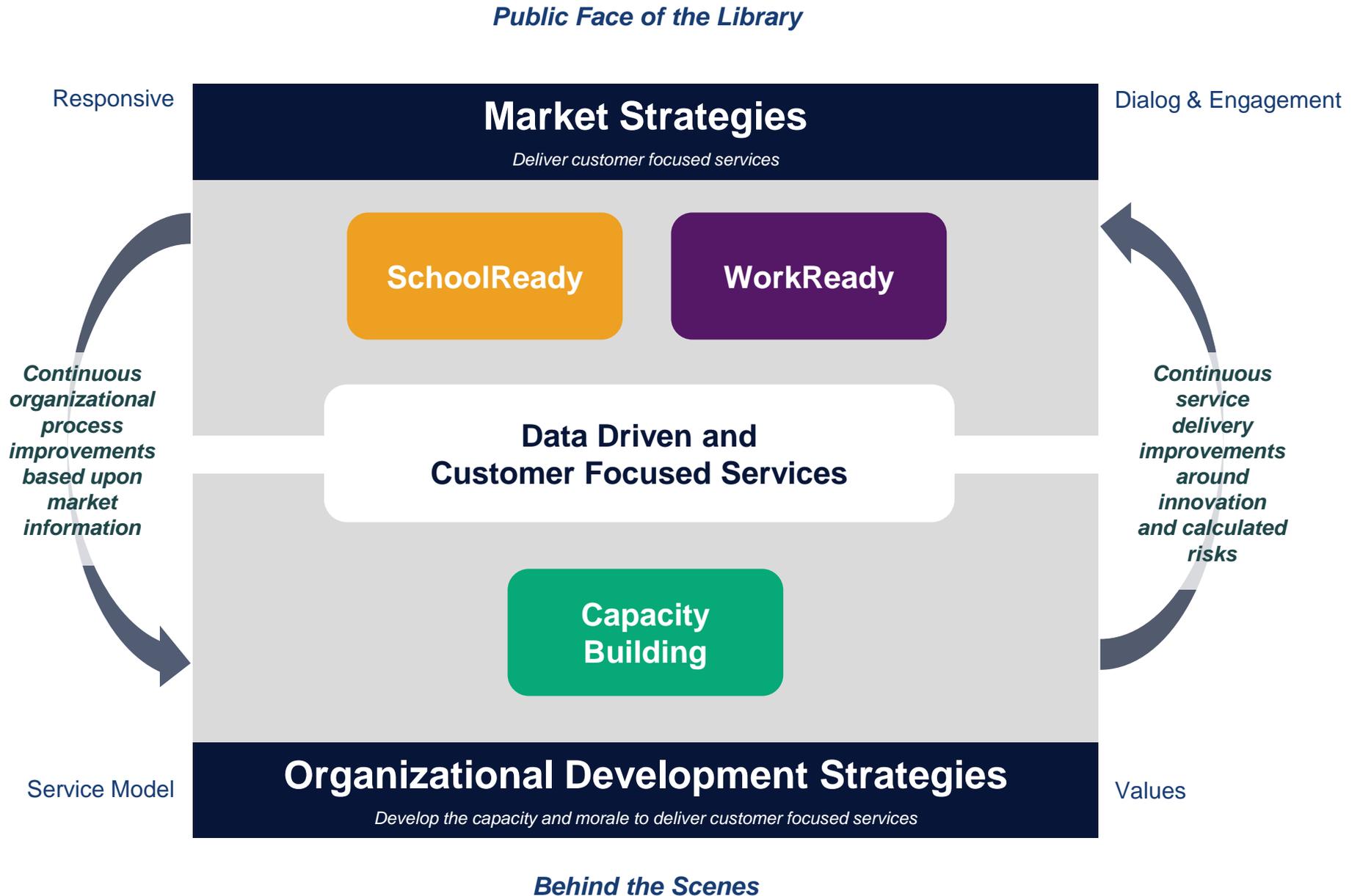


Strategic framework

Two categories

Market strategies

Organizational development
strategies





Market Strategies

SchoolReady

Focus resources for reading literacy, digital literacy, and health literacy that benefit children age 0 to 8

WorkReady

A range of workforce development resources for at-risk and lower middle class adults and teens to prosper and contribute to the city's economy



SchoolReady Overview

SchoolReady: children's resources targeted at specific segments with a specific intended outcome

Item	Description														
Strategy Name	School Ready														
Target Segments	<table border="0"> <tr> <td>Aspiring Young Families</td> <td>Metro City Edge</td> </tr> <tr> <td>Boomburbs</td> <td>Milk and Cookies</td> </tr> <tr> <td>City Commons</td> <td>Modest Income Homes</td> </tr> <tr> <td>City Dimensions</td> <td>NeWest Residents</td> </tr> <tr> <td>Family Foundations</td> <td>Sophisticated Squires</td> </tr> <tr> <td>Industrious Urban Fringe</td> <td>Southwestern Families</td> </tr> <tr> <td>Las Casas</td> <td>Up and Coming Families</td> </tr> </table>	Aspiring Young Families	Metro City Edge	Boomburbs	Milk and Cookies	City Commons	Modest Income Homes	City Dimensions	NeWest Residents	Family Foundations	Sophisticated Squires	Industrious Urban Fringe	Southwestern Families	Las Casas	Up and Coming Families
Aspiring Young Families	Metro City Edge														
Boomburbs	Milk and Cookies														
City Commons	Modest Income Homes														
City Dimensions	NeWest Residents														
Family Foundations	Sophisticated Squires														
Industrious Urban Fringe	Southwestern Families														
Las Casas	Up and Coming Families														
Description	Focus resources for reading literacy, digital literacy, and health literacy that benefit children age 0 to 8														
Outcome	A city that recognizes the importance, value, and impact of the first eight years of a child's life on its long term economic vitality and quality of life														



SchoolReady Investments

Three investments will be made in the SchoolReady strategy

Item	Investment	Investment	Investment
Investment Name	Reading Literacy	Digital Literacy	Health Literacy
Strategy Prioritization	Primary	Secondary	Secondary
Description	Print and related reading, educational, entertainment, and learning resources and services that engage children, parents, and caregivers	Digital and virtual reading, educational, entertainment, and learning resources and services that engage children, parents, and caregivers	Health information and related resources to ensure that parents and caregivers have the knowledge and referrals to support their child's healthy physical, social-emotional, and cognitive development needs at all stages from prenatal to eight years
Outcome	Children are prepared to enter kindergarten and are reading at grade level at third grade	Children of all backgrounds can access and use digital devices, content, and resources	Children are healthy, well-nourished, safe, emotionally secure, and prepared to learn and excel in school



SchoolReady Initiatives

The following initiatives implement the investments

Initiatives	Reading Literacy	Digital Literacy	Health Literacy
1. Accelerate reading pre K to 3rd grade	X		
2. Homework assistance to 3rd grade	X	X	
3. Children's computers and educational games	X	X	
4. Parent information: resources via digital devices			X
5. Physically locate and centralize resources in libraries	X	X	X
6. Connect programs to educational standards	X		
7. Link digital access for all	X	X	X
8. Digital literacy and health literacy needs and opportunities	X	X	X
9. Grow Spanish language resources and referrals	X		
10. Get up to speed with CCSD	X	X	X
11. Get up to speed with health partners	X	X	X



SchoolReady Initiatives Implementation

1. Initiative: Accelerate Reading Pre-K to 3rd Grade

Elements	Reading Literacy
Description	Assist children, parents, and caregivers achieve grade level reading starting in preschool through third grade. This may include a "scaffolding" approach, bibliographic instruction, recommendations, and interactive programs, among others.
Objectives	Develop reading & literacy skills in conjunction with state and national standards with an emphasis on preparing children for Kindergarten and reading "on level" by the end of third grade.
Actions	<ul style="list-style-type: none"> • Research standards and national related initiatives, and seek input from LVCCLD (staff there are undertaking similar efforts) • Prepare a brief report that outlines a program based upon the research and identifies performance evaluation methodologies • Implement test project at one Library – ideally the most challenged service population • After a two month test, prepare a brief written report on what is working and not working, and recommended changes for success • Implement the program at other Libraries
Resources	Specific resources will be identified in the program plan
Schedule	<ul style="list-style-type: none"> • Complete the entire development and roll out system wide in six months • Possible implement sequence: prepare standards report, prepare program plan, implement test project, revise the program plan based upon experiences, and begin full implementation
Measures	<ul style="list-style-type: none"> • Outputs: number of programs held and number of children, age, grade levels attending programs • Outcomes: reading test scores at local schools and parental and child surveys on progress and improvements
Partnerships	<ul style="list-style-type: none"> • Local day care centers and pre-schools • Clark County School District • Other organizations that touch children pre-K such as Nevada Partners, Discovery Children's Museum, Vegas PBS, United Way, Las Vegas Urban League, and The Public Education Foundation, among others
Stop Doing	To be determined during the planning process
Obstacles	To be determined during the planning process
Leadership/Team	Shelly with Patrick, Liz, Sabrina, and Monica



SchoolReady Initiatives Implementation

2. Initiative: School Support and Homework Assistance K to 3rd Grade

Elements	Reading and Digital Literacy
Description	Assist children, parents, and caregivers with homework.
Objectives	Develop a set of easily accessible homework-related library resources to assist children in achieving excellence in learning.
Actions	<ul style="list-style-type: none"> • Obtain grade level lesson plans and identify obstacles kids face in reading and digital literacies • Develop a homework assistance (service) plan to help kids overcome those obstacles
Resources	<ul style="list-style-type: none"> • Contacts at local elementary schools • Specific resources will be identified in the homework assistance plan
Schedule	Prepare the homework assistance plan in 90 days including implementation steps and schedule
Measures	<ul style="list-style-type: none"> • Outputs: number of kids receiving homework support • Outcomes: performance of schools participating in the Library's service plan; and, parent and child surveys on progress and improvements
Partnerships	<ul style="list-style-type: none"> • CCSD local elementary schools • Coordinate with volunteer initiative to ensure all volunteers understand options for service as older school age kids, parents, retired educators and people adults can be very effective based upon their skills
Stop Doing	To be determined during the planning process
Obstacles	Identifying learning obstacles and other obstacles in the child's environment
Leadership/Team	Shelly with Patrick, Liz, Sabrina, and Monica



SchoolReady Initiatives Implementation

3. Initiative: Provide Digital Access and Resources

Elements	Reading Literacy, Digital Literacy, and Health Literacy
Description	Provide digital access including connectivity and devices, and resources, as educational and enrichment opportunities.
Objectives	Provide and promote access to digital content for children (0-8) to enhance learning opportunities.
Actions	<ul style="list-style-type: none"> • Research available age and developmentally appropriate software and hardware packages (e.g., AWE) • Identify how much time library staff will need to support customers; figure out what to stop doing to free up the time • Integrate competency testing into program; include digital badge or other motivations to generate desire in individuals to learn and be able to show progress • Prepare a brief (3 to 5 five page) program plan as a proposal to funding sources • Seek grant funding for a three year period (e.g., subscription)
Resources	<ul style="list-style-type: none"> • Funding • Staff time • Physical space and devices in libraries
Schedule	<ul style="list-style-type: none"> • Complete research in 30 days • Complete project plan in the following 60 days
Measures	<ul style="list-style-type: none"> • Outputs: number of customers using the software, or similar; and, period of time logged into the software, or similar • Outcomes: increased competencies evidenced in testing children that participate; and parent, caregivers, educators and child surveys on progress and improvement
Partnerships	To be determined during the planning process (coordinate with volunteer initiative to create greater capacity in assistance to learners)
Stop Doing	To be determined during the planning process
Obstacles	To be determined during the planning process
Leadership/Team	Shelly with Patrick, Liz, Sabrina, and Monica



SchoolReady Initiatives Implementation

4. Initiative: Physically Central Educational Support Resources in Branches

Elements	Reading Literacy
Description	Consolidate parent and caregiver resources in Alexander and Aliante into a bookstore or "collection neighborhood" model.
Objectives	<ul style="list-style-type: none"> • Create "collection neighborhoods" in Alexander and Aliante that consolidates parent and caregiver resources to support children's reading, digital, and health literacy. Note: implement Alexander first, Aliante second
Actions	<ul style="list-style-type: none"> • Create a program plan -- identify: • Reading, digital, and health literacy item inventory • Support resources needed (e.g., shelving, seating, tables, computers, electricity, signage) • Locations in each facility • Funding for design services, purchasing support resources such as signage, and labor to move things around inside the buildings
Resources	<ul style="list-style-type: none"> • Space in each facility • Support resources (see above) • Raise funds for interior design services, purchase of new support resources, and moving things around inside the buildings • Development of comprehensive referral database to share with parents and caregivers regarding life obstacles that families face
Schedule	<ul style="list-style-type: none"> • Complete the program plans for both facilities in three months • Complete Alexander implementation in nine months • Complete Aliante implementation in 24 months (nine months after Alexander)
Measures	<ul style="list-style-type: none"> • Outputs: number of caregivers using the space per month; number of caregiver referrals to others and new library cards; number of staff initiated referrals to other relevant services available in the community; number of items borrowed from the areas; and, amount of computer use time in the areas • Outcomes: parent, caregiver and child surveys on progress and improvements on issues; and, feedback from partner organizations regarding staff referrals and family outcomes
Partnerships	<ul style="list-style-type: none"> • To be determined during the planning process • Coordinate with volunteer initiative to ensure all volunteers understand options for service as older school age kids, parents, retired educators and other bilingual people can be very effective based upon their skills
Stop Doing	To be determined during the planning process
Obstacles	<ul style="list-style-type: none"> • Funding • Disruption while moving things around inside the building
Leadership/Team	Shelly with Patrick, Liz, Sabrina, and Monica



SchoolReady Initiatives Implementation

5. Initiative: Connect Library Programs to Educational Standards and Investigate Partnering Opportunities including with CCSD

Elements	Reading Literacy
Description	Connect library children's programs (pre-school to third grade) to educational standards in order to prepare children for grade level reading. Identify specific partnering opportunities including CCSD (possible CCSD collaboration points include curriculum support, homework support, and GED and certification support).
Objectives	<ul style="list-style-type: none"> • Prepare pre-readers for reading readiness and boost grade level reading literacy skills in readers, (grades K-third) by producing children's programs that connect to educational standards. • Explore partnerships with local schools to provide curriculum, homework, GED, and certification support by possibly attending a CCSD staff day each year in the elementary, middle, and high schools.
Actions	<ul style="list-style-type: none"> • For bullet one above: <ul style="list-style-type: none"> • Identify and report on CCSD reading standards for incoming Kindergartners • Plan how to adjust existing children's programs to include such standards • Design new programs that will promote the objectives and that include standards • For bullet two above: <ul style="list-style-type: none"> • Identify CCSD staff and resources to support Library educational activities • Identify CCSD staff days to attend by local schools including elementary, middle, and high schools
Resources	<ul style="list-style-type: none"> • Contacts Information about reading standards • List of local schools to attend staff day • CA initiative – Career Online High School
Schedule	Plan to adjust existing programs to include standards within 90 days
Measures	<ul style="list-style-type: none"> • Outputs: number of children attending programs with new standards; and, number of GED or other credentials awarded • Outcomes: school data on performance; and, surveys from participants that measure change and improvement and personal achievements
Partnerships	<ul style="list-style-type: none"> • Clark County School District • Pre-schools and other learning outlets • Coordinate with volunteer initiative to ensure all volunteers understand options for service as older school age kids, parents, retired educators and other people can be very effective based upon their skills
Stop Doing	To be determined during the planning process
Obstacles	To be determined during the planning process
Leadership/Team	Shelly with Patrick, Liz, Sabrina, and Monica



SchoolReady Initiatives Implementation

6. Initiative: Grow Spanish Language Resources and Referrals

Elements	Reading Literacy
Description	Grow Spanish language resources to help transition new immigrants to American culture including bilingual story times, Spanish language collections, ESL/language learning materials, juvenile and adult. Grow Spanish language referrals.
Objectives	Increase collection space, depth, and popular subject areas to reflect library branch demographics. Assess community resources/organizations to create informational guides (physical & online) and look for possible partnership opportunities.
Actions	<ul style="list-style-type: none"> • Inventory existing Spanish language collection and referral services • For collections: prepare a collection development plan for the City Hall branch that includes items to be purchased, shelf location, signage, marketing, and budget, among others. Follow up plans can subsequently be prepared for Alexander and Aliante on the City Hall model. • For referral services: develop a comprehensive list, prepare informational guides (online and print), and undertake library staff training • Seek grant funding to implement branch collection development plans
Resources	Community referral information
Schedule	<ul style="list-style-type: none"> • Prepare referral information guides in three months • Prepare branch level collection development plans in six months
Measures	<ul style="list-style-type: none"> • Outputs: number of people referred to other organizations and program; and, material check-outs and in library use • Outcomes: parent, caregiver, educator and child surveys on progress and improvements formal learning in English; and, feedback from partner organizations regarding staff referrals and family outcomes
Partnerships	Spanish language organizations including social services, employment services, daycare, emergency services, and health care services among others
Stop Doing	To be determined during the planning process
Obstacles	To be determined during the planning process
Leadership/Team	Shelly with Patrick, Liz, Sabrina, and Monica



SchoolReady Initiatives Implementation

7. Initiative: Get Up To Speed with Health Partners and Health Literacy Needs and Opportunities

Elements	Reading Literacy
Description	Prepare a detailed community needs assessment and gaps/opportunities analysis for health literacy. Identify specific health care agency and nonprofit partnering opportunities.
Objectives	Research and determine the scope of this effort to best meet the needs of families with children in our community
Actions	<ul style="list-style-type: none"> • Identify public, private, and nonprofit health care providers and organizations throughout North Las Vegas and Clark County • Identify children's health literacy needs based upon developmental stages from pre-natal to eight years of age including nutritional, social-emotional, and cognitive across age • Prepare a brief written report to guide implementation: <ul style="list-style-type: none"> • Document research findings • Identify opportunities for improving children's health literacy and referrals • Prepare recommendations identifying programs, services, resources, and measures the Library can own, partnership opportunities, referral opportunities, and other referral resources
Resources	Specific resources will be determined by the project plan
Schedule	Complete the report in three months
Measures	Health literacy measures will be determined based upon the results of the report described above
Partnerships	Partnerships will be determined based upon the results of the report described above
Stop Doing	To be determined during the planning process
Obstacles	To be determined during the planning process
Leadership/Team	Shelly with Patrick, Liz, Sabrina, and Monica



WorkReady Overview

WorkReady: workforce development resources targeted at specific segments with a specific intended outcome

Item	Description
Strategy Name	WorkReady
Target Segments	<p>Immigrants...information and resources to get them on the economic ladder for self- and family sufficiency <i>City Dimensions, Industrious Urban Fringe, Las Casas, NeWest Residents, Southwestern Families</i></p> <p>At-risk adults and teens...resources to get them on the economic ladder for self- and family sufficiency <i>City Commons, City Dimensions, Family Foundations, Metro City Edge, Modest Income Homes</i></p> <p>Lower middle class adults and teens...resources to support stability and upward mobility <i>Aspiring Young Families, Industrious Urban Fringe, Family Foundations, Midlife Junction, Modest Income Homes, Simple Living, Southwestern Families</i></p>
Description	A range of workforce development resources for at-risk and lower middle class adults and teens to prosper and contribute to the city's economy
Outcome	An empowered, productive, and entrepreneurial community



WorkReady Investments

Two investments will be made in the WorkReady strategy

Item	Investment	Investment
Investment Name	Career Resource Center	Employment Skills and Literacies
Strategy Prioritization	Primary	Primary
Description	Located in the Alexander and Aliante libraries, CRCs consolidate resources and facilitate access to a range of information including technology, expertise, referrals, and community partners	A range of information and resources related to education and proctoring, English language skills, digital literacy, job search, life literacies, volunteer coaches and mentors, employment to companies of all sizes, partners both government, social services, and nonprofit
Outcome	Residents knowledgeable and employed	Residents prosper and contribute to the North Las Vegas economy



WorkReady Initiatives

The following initiatives implement the investments

Initiatives	Career Resource Center	Employment Skills and Literacies
1. Workforce connections between people and organizations	X	X
2. Workforce development and career exploration curriculum	X	X
3. Volunteer coaching and mentoring "experts"	X	X



WorkReady Initiatives Implementation

1. Initiative: Workforce Connections Between People and Organizations

Elements	Career Resource Centers	Employment Skills & Literacies
Description	Assist people become better employees.	
Objectives	Adapt our facilities with dedicated Career Resource Centers (CRCs) for the development (career and workforce) and connectivity to available resources within the library and through other organizations of at-risk and lower middle class adults and teens.	Facilitate instructional opportunities for both hard and soft based employment skills, knowledge and credentials using a strengths based approach with experienced organizations.
Actions	Develop a plan to create CRCs starting with Alexander followed by Aliante	Research breadth of employment skills necessary to be successful; develop a plan to offer employment skills training or referrals
Resources	Identify best practices and models, sponsorship and funding, facility space, and promotions and marketing expertise	Instructors and industry knowledge
Schedule	Complete the plan in 60 days	Complete the plan in 120 days
Measures	To be determined in the planning documents	
Partnerships	<ul style="list-style-type: none"> Identify economic development agencies, workforce development agencies, and adult education organizations Coordinate with volunteer initiative to ensure all volunteers understand options for service as older school age kids, parents, retired educators and other people can be very effective based upon their skills 	
Stop Doing	To be determined during the planning process	
Obstacles	To be determined during the planning process	
Leadership/Team	Pam/Garret, Joe, Kim, and Elke	



WorkReady Initiatives Implementation

2. Initiative: Workforce Development and Career Exploration Curriculum

Elements	Career Resource Centers	Employment Skills & Literacies
Description	Develop curriculum for workforce development and career exploration. Identify employment offers from various organizations. Determine gaps in workforce development and career exploration and facilitate solutions.	
Objectives	Work with community partners to provide workforce development curriculum and instructors. Seek grant and business partnership funding to ensure that we possess the proper technology necessary to teach workforce development classes and assist patrons in researching and applying for gainful employment.	
Actions	<ul style="list-style-type: none"> • Identify community partners that the Library can work with to develop curriculum and utilize instructors • Review, evaluate, and select curricula and instructors • Prepare implementation schedule 	
Resources	<ul style="list-style-type: none"> • List of community partners • Workforce development curriculum • Curriculum instructors 	
Schedule	Complete implementation within six months	
Measures	<ul style="list-style-type: none"> • Outputs: number of people enrolled • Outcomes: to be determined 	
Partnerships	<ul style="list-style-type: none"> • Economic development and workforce development organizations and agencies • Coordinate with volunteer initiative to ensure all volunteers understand options for service as older school age kids, parents, retired educators and other people can be very effective based upon their skills • Coordinate with Workforce Connections Initiative 	
Stop Doing	To be determined during the planning process	
Obstacles	To be determined during the planning process	
Leadership/Team	Pam/Garret, Joe, Kim, and Elke	



WorkReady Initiatives Implementation

3. Initiative: Volunteer Coaching and Mentoring “Experts”

Elements	Career Resource Centers	Employment Skills & Literacies
Description	Develop volunteer "experts" in coaching and mentoring workforce candidates.	
Objectives	Actively seek skilled volunteers with experience in areas of workforce development to share their expertise with our patrons, and to foster long lasting relationships with these volunteers by showing them respect and ensuring that they are properly utilized to take advantage of their unique skill sets.	
Actions	<ul style="list-style-type: none"> • Develop a plan to actively seek experienced volunteers. This should include criteria and industry standard software for tracking volunteer information and their activities. • Develop a plan to actively seek community participants. This should include interviewing library customers to qualify their needs and communicate benefits. Use software to track their participation, status, and success. 	
Resources	Volunteers, community participants, and tracking software	
Schedule	Complete implementation in nine months.	
Measures	<ul style="list-style-type: none"> • Outputs: number of volunteers / hours; number of community participants; number of interviews; and, number of employment interview • Outcomes: number of employment contracts; surveys of participants that reflect skills learned and confidence gained; and, surveys of employers that reflect work readiness 	
Partnerships	<ul style="list-style-type: none"> • SCORE • Workforce development organizations and agencies 	
Stop Doing	To be determined during the planning process	
Obstacles	To be determined during the planning process	
Leadership/Team	Pam/Garret, Joe, Kim, and Elke	



Organizational Development Strategy

Capacity Building



Capacity Building Overview

Capacity building resources targeted targeted at all staff and audiences with a specific intended outcome.

Item	Description
Strategy Name	Capacity Building
Audience	<ul style="list-style-type: none">• All Staff• Partners, Strategic Alliances, and Communities Served• Library Board• Friends of the Library• Volunteers
Description	Build capacity in Library staff through development of 21st century skills to deliver library services within prioritized strategies for children 0 to 8 and for workforce development
Outcome	Library staff who are engaged in their work with strengths in communication, facilitation, collaboration, ideation and creativity, and project planning and management that support success in other organizational strategies and ultimately create greater impacts in the community



Capacity Building **Building from Strengths**

The Capacity Building strategy builds from staff strengths

Item	Description
Self-identified staff assets	<ul style="list-style-type: none"> Long term staff Community information including market segmentation Facilities and space Support of the city Individual knowledge and expertise Trusted brand Small staff Public speaking capabilities Library customers are growing Good relationship with LVCCCLD Available training and professional development with the State Library, city, and other organizations
Self-identified skills needed by staff	<ul style="list-style-type: none"> Knowledge about grade level reading standards and common core How to support special needs families Ways to help parents help kids including ESL Multi-language speakers in relation to delivering market strategies such as health literacies and digital literacies Systems thinking



Capacity Building Investments

The following are investments in staff strengths

Investment	Prioritization	Description	Outcome
System Wide Practices	Primary	Change-driven system wide service delivery practice and process improvements	A nimble and efficient organization whose staff thrives in a constantly evolving environment
Leadership Development; Staff Professional Development Training	Primary	A continuous staff improvement program including professional development, skills building, and training in functional competencies	Staff that is professionally growing with skills to exceed annual performance assessments
LEAN Practices	Primary	Uncommit: stop doing so we can start doing what matters -- divest in things that are redundant or don't support strategic plan implementation	A lean organization focused on strategy implementation
Staff Communications and Administrative Practices	Primary	Create tools and standards to be efficient including scheduled branch staff meetings, better communications from the Director and across the organization, and agendized meetings, among others	Administrative and management systems that support staff focused on strategy implementation
Partner and Community Engagement	Primary	Building relationships with partners and within the community that provide opportunities to facilitate collaboration and community building, transfer skills through active modeling and intentional teaching, and collaborate toward greater impacts	The Library is a trusted, neutral partner and service provider that provides strong leadership and guidance in transforming North Las Vegas into a vibrant, thriving community through collaborative efforts and continual community engagement
New Organizational Culture	Results from other activities	Throughout the organization build trust, improve interpersonal relationships, communicate effectively, change the attitude from scarcity to abundance, and promote an inclusive approach	An actively engaged staff

Capacity Building Initiatives Implementation

1. Initiative: System-Wide Practices

Elements	Investment
Description	<ul style="list-style-type: none"> • Implement certain system wide practices, develop and train people, and manage their performance through ongoing coaching and documentation within their performance assessments • Change-driven system wide service delivery practice and process improvements
Objectives	Standardize processes system-wide and establish staff performance standards to increase capacity across the organization
Actions	<ul style="list-style-type: none"> • Identify three processes that would benefit from system wide thinking (see note 1) • Develop criteria for solutions and select which of the three processes to address first • Prepare a plan to change the process to system wide thinking (see note 2)
Resources	<ul style="list-style-type: none"> • Best practices from the public, private and not for profit sectors • Others to be determined by the plan
Schedule	Complete implementation of one system wide process within six months
Measures	To be determined by the plan
Partnerships	To be determined by the plan
Stop Doing	To be determined by the plan
Obstacles	To be determined by the plan
Leadership/Team	Forrest/Vanessa, Evan, Ruby, and Betsy

Note 1: the criteria for selecting three processes is that they can be applied for most of staff and at least two if not all three branches

Note 2: the plan should have at least the following elements:

1. Describe the weaknesses of existing processes
2. Describe the solution to change them into system wide thinking
3. Describe what people in different jobs need to do differently
4. Identify and secure resources needed to make the changes
5. Define what success looks like
6. Define measurable criteria that indicates success



Capacity Building Initiatives Implementation

2. Initiative: Leadership Development; Staff Professional Development and Training

Elements	Investment
Description	A continuous staff improvement program including professional development, skills building, and training in functional competencies
Objectives	Develop a list of progressive professional development, skills building and functional competencies with available training opportunities for individual staff development plans
Actions	<ul style="list-style-type: none"> • Develop and document minimum expectations in functional competencies for standard work (customer service, circulation and reference practices, etc.) • Establish a means to evaluate staff against the functional competencies through both self assessment and observation; incorporate into performance evaluations • Prepare a template that can be filled out by individual staff identifying professional strengths they want to build on • Assess individual development priorities against system needs and priorities associated with implementing the strategic plan • Match professional development and skills building resources with identified staff needs • Prepare a professional development and skills building program that meets individual and collective needs
Resources	Professional development and skills building resources
Schedule	<ul style="list-style-type: none"> • Develop Functional Competencies within one month • Prepare the personal development template within one month • Have staff fill them out and return them in the next month • Match resources with staff needs in the next month
Measures	To be determined
Partnerships	None
Stop Doing	To be determined
Obstacles	To be determined
Leadership/Team	Forrest/Vanessa, Evan, Ruby, and Betsy



Capacity Building Initiatives Implementation

3. What to Stop Doing

Elements	Investment
Description	Uncommit: Stop doing so we can start doing what matters: divest in things that are redundant, are highly valued by staff yet not by customers, or don't support strategic plan implementation
Objectives	Determine which staff practices and procedures are redundant or unnecessary; manage their removal from standard and elective work in order to free staff capacity
Actions	Link "stop doing" to specific actions staff is taking on market initiatives; identify actual additional time to devote to strategic plan implementation
Resources	Not applicable (unless actions are outsourced in some way, or are duplicated by other organizations and not required by the Library given new priorities)
Schedule	On going
Measures	<ul style="list-style-type: none"> • Measures should be handled a little differently on this item. Staff should keep track of what they stop doing, and the effects that has on customer service, colleagues, and so forth. • Outputs: actual hours saved; identified by individuals to correlate availability to work on strategic plan initiatives; and, others TBD • Outcomes: greater success in strategic plan initiatives (meet or exceed schedule, greater ability to leave the library and engage; deeper relationships developed with partners, etc.; and, others TBD
Partnerships	Not applicable
Stop Doing	To be determined by the plan
Obstacles	Identify as part of market initiatives
Leadership/Team	Forrest/Vanessa, Evan, Ruby, and Betsy



Capacity Building Initiatives Implementation

4. Staff Communications and Administrative Practices

Elements	Investment
Description	Create tools and standards to be efficient including scheduled branch staff meetings, better communications from the Director and across the organization, and agendized meetings, among others
Objectives	Identify/revise/update existing policies/protocols/procedures relating to library staff and management as applicable. Create clear guidelines, protocols, and procedures and how communication should flow at various levels
Actions	<ul style="list-style-type: none"> • Create a list of existing policies, protocols, and procedures that will be addressed in an internal communications plan • Assess and identify communications strengths and opportunities for improvement within each element (e.g., policy, protocol, and procedure) • Design improvements for each element including what can be done better, who owns the communications, and best way to communicate • Document the findings in the form a communications manual that can be used by staff on a daily basis
Resources	List and descriptions of existing policies, protocols, and procedures
Schedule	Complete preparation of the communications manual in one year
Measures	To be determined by the plan
Partnerships	To be determined by the plan
Stop Doing	To be determined by the plan
Obstacles	To be determined by the plan
Leadership/Team	Forrest/Vanessa, Evan, Ruby, and Betsy



Capacity Building Initiatives Implementation

5. Partner and Community Engagement

Elements	Investment
Description	Building relationships with partners and within the community that provide opportunities to facilitate collaboration and community building, transfer skills through active modeling and intentional teaching, and collaborate toward greater impacts
Objectives	Address at a later date
Actions	Address at a later date
Resources	Address at a later date
Schedule	Address at a later date
Measures	Address at a later date
Partnerships	Address at a later date
Stop Doing	Address at a later date
Obstacles	Address at a later date
Leadership/Team	Address at a later date



Capacity Building Initiatives Implementation

6. New Organizational Culture

Elements	Investment
Description	Throughout the organization build trust, improve interpersonal relationships, communicate effectively, change the attitude from scarcity to abundance, and promote an inclusive approach
Objectives	Results from other activities
Actions	Results from other activities
Resources	Results from other activities
Schedule	Results from other activities
Measures	Results from other activities
Partnerships	Results from other activities
Stop Doing	Results from other activities
Obstacles	Results from other activities
Leadership/Team	Results from other activities



Brand guidelines

A brand includes the entire experience the public has with the Library. It's much more than just a logo; it's a promise about what the Library and what benefits it delivers.

Brand standards are the rules for presenting and communicating a brand. By following brand standards we can ensure that everything we present to the public accurately represents our brand. This consistent message and appearance will reinforce our brand message, build awareness and help to accurately position our brand in the competitive marketplace.

This is the purpose of setting brand standards that cover all aspects of the identity:

Brand Identity

Tone & Manner

Appearance

TAG LINE USAGE

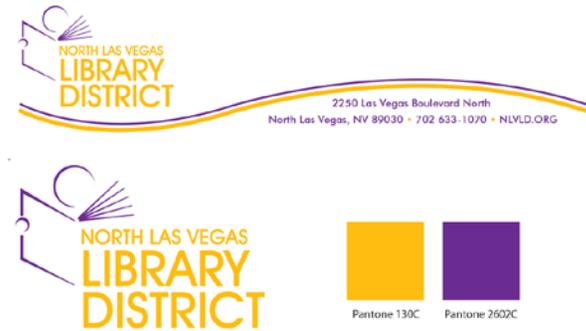
A tag line must reflect the brand identity and tone & manner established for North Las Vegas Library District. When space and purpose permit, the following tag line—used according to this guide—should accompany the logo:



Tag line: Futura BT Medium. PMS Purple 2602. Centered under the address.

LOGO COLORS

Color is an important design element when communicating the brand's look and feel. We choose yellow PMS 130C and purple PMS 2602C to provide a clean professional look. The same two colors are used in the brand swoosh element as seen below.



LOGO ON WEBSITE

Have current logo with swoosh added to the City of North Las Vegas website as seen below.

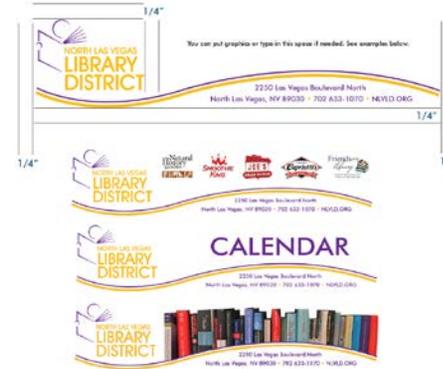


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10.

LOGO CLEAR SPACE

To ensure the integrity of our logo, a minimum clear space equal to one quarter inch must be maintained around the logo at all times. No graphic elements or typography should impede this minimum clear space. Whenever possible, keep a larger clear area.



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6.

LOGO WITH FRIENDS OF THE LIBRARY

Have logo swoosh and address added to the Friends of the Library website as seen below. This helps tie in the library with the various programs it is associated with.

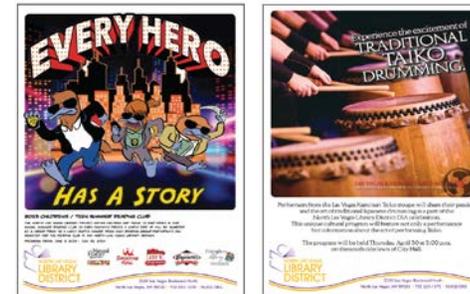


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11.

LOGO ON COLLATERAL

To ensure events and programs are consistently branded for the North Las Vegas Library the logo and swoosh element should be added to the bottom of all collateral.



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9.



Implementation

Community activities

Activities by the Library Director utilizing the Roll Out Plan

Support staff implementation

Capacity building workshops



Start here. Go anywhere.





Mission Vision Values

Definitions

Mission

Mission describes the purpose and business of the organization. It defines the organizations reason for being. It is the standard against which the organization' plans and programs should be evaluated. It answers three questions: what it does, who it does it for, and how it does what it does. A mission statement is short and succinct...one or two sentences max.

Vision

Vision describes the dream of what the organization wants to achieve at some future date. It is inspirational and motivational; it creates a mental picture for staff to align with where the organization is going. It is a concise word picture of what the organization strives to be; the roadmap that drives, inspires, and motivates everyone. The vision statement written from the present describing its future state; or from the future looking back at what its achieved.

Values

Values describe the desired culture of the organization. Values frame the ethical context for the organization, which in turn sets the foundation for decision making within the organization.

Defining a Logic Model

Item	Definition
Strategy Name	The strategy name
Strategy Prioritization	Either primary or secondary
Target Segments	The segment or segments who's needs, interests, concerns, and aspirations give rise to the strategy
Description	The value proposition of the strategy
Outcome	The intended community-level result or benefit
Investments	The commitment of resources to the specified endeavor in order to achieve the outcome
Initiatives	The major steps that need to be taken to commit investment resources
Objectives	Specific achievements that will implement the initiatives
Actions	Specific things staff undertakes to implement the objective
Resources	The supply of money, materials, staff, and other assets needed to implement the initiatives and investments
Schedule	Monthly or quarterly schedule to undertake actions, objectives, and initiatives
Measures	A standard unit used to express the size, amount, or degree to which the achievement has been implemented
Leadership	The staff person who leads implementation of the strategy, investment, initiative, objective, or action
Partners	Third party organizations with which the library has or seeks a formal or informal relationship

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