



# LONG RANGE PLAN

2022-2027

## CRANDALL PUBLIC LIBRARY

The Long Range Plan is a testimony to the values jointly held by our community and our organization. Its content will inform library services for the next five years. This document is a map as to how Crandall Public Library will best serve the aspirations of our community through our vision and mission.

Adopted by Board of Trustees

December 8, 2021



### **Words of Thanks**

I would like to congratulate and acknowledge all participants—the Board of Trustees, Staff, Friends of the Library, community stakeholders, Southern Adirondack Library System (SALS), and beyond— for treating this planning process as a serious, thoughtful endeavor and guide. Their focus, support, and insights into creating a bright future for Crandall Public Library and our community will positively influence many generations. It is not just another file for the credenza or a low-traffic link on our webpage. Participants looked outward, and focused on the needs of the community and not personal agendas, despite living in an era that seems to reward sound bites and quick personal aggrandizements. Thank you.

Kathleen U. Naftaly, Director

### **Summary and Methodology and Approach**

Crandall Public Library developed its long-range plan through the Engaged Planning Process. This process was taught to Library administration by Erica Freudenberger, Outreach and Engagement Consultant for the SALS, in a series of five sessions between March 2 and June 22 of 2021. Concurrent with the instruction and for eight months beyond, the Library delved deep into our demographic landscape, our public's social milieu, Library History (Appendix I) and most importantly, the hopes and dreams of our community. Per the New York State Department of Library Development<sup>1</sup>:

Every library needs a long-range plan as a formal document to:

- Provide information about the community and library to use in decision-making;
- Clarify for board, staff, and community the role of the library in the community;
- Evaluate the usefulness and quality of specific services and activities;
- Assist in preparing for change (dropping old services or adding new ones);
- Establish priorities for the allocation of resources;
- Document the need for sustainable funding.

The ultimate objective was to construct a document that provides guidance and accountability but not rigidity, for library trustees, administration and staff for the next five years (2022-2027). The foundation of the plan is to craft a document which will successfully predict how needs in the categories of finance, personnel, facilities, policies, partnerships, governance, marketing and evaluation can best be intertwined to enhance community support, access, and engagement in an unpredictable regional, state, national and global environment.

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<sup>1</sup> <https://www.nysl.nysed.gov/libdev/helpful/standard02.htm> October 2021



## Process<sup>2</sup>

### Stage 1 (March 2021-April 2021) Inception and Training

The work of building the plan began with the establishment of several ad hoc Engaged Planning committees. Volunteering to be on the Trustee Committee were Barbara Caimano (*President*), Margaret Shapiro, and Diane Swanson, Queensbury; Amy Bartlett, Glens Falls; and, Reed Antis, Moreau. Participants from the staff included Kathleen U. Naftaly, Director, Crandall Public Library (*ex-officio*); Guin Forshey, Assistant Director; Melissa Durett-Clapper, Administrative Assistant/HR, Administration; Lisa Daniels, Library Clerk, Circulation; Cindy Maguire, Librarian I, Adult Services; Rickele Bello, Librarian I, Children's; Anne Nelson, Librarian I, Teens; Justin Spraragen, Computer Systems Analyst, IT; and Kevin Rogan, Librarian II, Folklife Center. In this early stage, community participants included Cathe Schmidt (President), Friends of the Library.

A formalized retreat was not possible, therefore, through a variety of communications (phone calls, emails, meetings and Zoom sessions) a timeline was established, roles and expectations were explained, and the Engaged Planning process was outlined. Active participation launched with members of the ad hoc committees, responding to the Community Resource Plan (Appendix II). Aggregation of responses produced a list of 31 individuals and 55 key businesses or organizations in the community. From these suggestions, a narrower, cross-representational list of 32 potential focus group members was established (Appendix III).

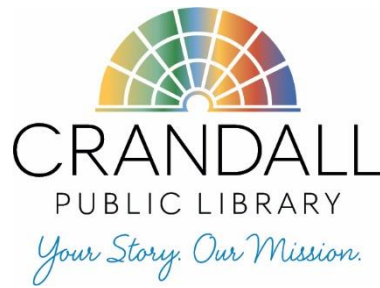
### Stage 2 (May 2021-September 2021) Assemblage

In lieu of using a traditional SWOT (Strengths, Weakness, Opportunities, Threats) analysis and in keeping with our desire to produce an especially uplifting document, we utilized the SOAR (Strengths, Opportunities, Aspirations, Results) process to elicit Crandall Public Library's strengths and opportunities as we connect our best selves to future Library services; how we will know where to go. All 15 Board Members and members of the ad hoc committee were tasked with answering the following questions to establish baselines for the public focus groups:

- What are our greatest strengths?
- What makes us proud?
- What are our greatest accomplishments?
- What is our preferred future? Who do we want to become?

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<sup>2</sup> COVID-19 Pandemic caveat: Ideally, the committee meetings and facilitated focus groups should all have been face-to-face but due to health and safety constraints and some self-imposed isolation, input was gathered through in-person and Zoom meetings, as well as, telephone conversations.



- What are our best possible future opportunities?
- What changes do you expect to see over the next five years – in the community and in the state?

As you look at the changes you have identified ask:

- Which changes could have a positive impact on the library?
- Where could the library make a difference?
- What are key areas of untapped potential for the library?
- What partnerships could lead to greater success?
- What are we passionate about?
- What kind of community do we want? What are the most important attributes or essential components? What do we aspire to?
- If you could wave a magic wand and transform this community, what change would you most want to see?
- Thinking more globally – as you reflect on the changes happening in the world today describe one that gives you hope. How might this community respond to this one big hope?
- How can we make a difference?
- What strategies and actions support our perfect future library?
- What measurable results will indicate we have achieved our vision of the future?
- How do we translate our vision of success into measurable outcomes?
- How do we know we have achieved our goals?

Additional activities in Stage 2 included an extensive Landscape Analysis of Crandall Public Library. Data from external sources such as the U.S. Census Bureau (Preliminary 2020 Census Data, American Community Survey, etc.), Empire Center for Public Policy, District Municipalities' Comprehensive Plans, and internal sources generated through Polaris statistical reports and our standardized public library statistical measures were examined (Samples in Appendix IVa and IVb).

The ad hoc committees were presented with the information gleaned from the SOAR exercises and the demographic and statistical packages. Further ad hoc group discussions and aspiration sessions provided a framework for our facilitator (Leslie Kendall of Kendall and Associates) to create knowledgeable, impactful, and open-ended sessions for the community focus groups.



Leslie Kendall led two in-person and one Zoom session with focus groups populated by people who were on the original list of 32. After months of discussion and the aforementioned work, we narrowed topics of interest/discussion, to the following (in no particular order):

- Library as economic driver?
- Customer service expectations?
- What is the big picture for the future of technology and the Library?
- What could better Department services look like?
- What does Library inclusivity look like?
- What methodologies should the Library use for our PR?
- Downtown access and the Library?
- What does the term remote services really mean?

### **Stage 3 (October 2021-November 2021) Acceptance**

The library director and the ad hoc committees drafted a long-range plan that includes goals, objectives and activities over a five-year period. It was presented to the Board of Trustees at the December 8, 2021 meeting for approval. Once codified it was shared with the public through <https://www.crandalllibrary.org/assets/Documents-PDFs/Admin/111721FINAL2022-2027CPLLRPlan.pdf>

### **Stage 4 (Years 1-5) Implementation and Evaluation**

At the end of each calendar year, progress towards goals will be reviewed, activities revised or refined, and a new Yearly Activity Plan will be created by the library director and the ad hoc Board Strategic Planning Committee. In the second quarter of the fifth year (April to June 2027), the President of the Board and Nominating Committee will appoint a group to dissect the successes and failures of the extant plan and to prepare the path for creating Crandall's next long-range plan.



### DEMOGRAPHICS AND “ASKS”

Although we are the Central Library for the Southern Adirondack Library System, the majority of our demographic analysis focused on the three municipalities in our Special Library District—the City of Glens Falls and the Towns of Queensbury and Moreau. Detailed information on these localities is found in Appendix IV. However, a brief summary per the U.S. Census bureau of the Glens Falls Metropolitan Statistical Area is pertinent for this document. The Glens Falls Metro Area as delineated by the 2019 American Community Survey<sup>3</sup>. The graphs in Appendix II are static screenshots from therefore some of the links will not function. For interactive data from censusreporter.org go to <https://censusreporter.org/profiles/31000US24020-glens-falls-ny-metro-area/>.

Chart One—Age, sex and race data informs the setting of strategic priorities by acknowledging that we are working with an aging, racially uniform population. Given that, how will we meet the aspirations of our community to enhance educational opportunities and support an inclusive society?

Chart Two—Income, poverty and travel informs the setting of strategic priorities by acknowledging that we are working with a somewhat economically challenged, automobile-centered population. Given that, how will we meet the aspirations of our community to enhance their economic station and support access to our services?

Chart Three—Households, marital status and fertility informs the setting of strategic priorities by acknowledging that we are working with a majority, traditional household social structure, yet with an empowered female twist population. Given that, how will we meet the aspirations of our community to inform their use of Library services across a broad spectrum of recipients?

Chart Four—Housing units, occupancy, value and geographic mobility informs the setting of strategic priorities by acknowledging that we are working with a population with little outside infusion and only lateral housing exchange. Given that, how will we meet the aspirations of our community to work with all socioeconomic statuses, including the unhoused, and increase diversity within our region?

Chart Five—Education, language, place of birth and veteran status informs the setting of strategic priorities by acknowledging that we are working with a population with an adequate basic education and English as their primary language, deep local roots, and a proportionally high level of exposure to traumatic wartime service. Given that, how will we meet the aspirations of our community to supplement their natural curiosity and the need to adopt and master new technologies in order to navigate the 21<sup>st</sup> Century? In addition, how can we always

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<sup>3</sup> 2020 figures are not completely compiled by the US Census Bureau. Per census.gov it appears that, the Glens Falls region has been dropped from the Metropolitan Statistical Area classification (October 2021).



meet veterans and all comers who have suffered the burdens of life with kindness and compassion, and a path to relief?

Accepting and working with our area's raw statistics requires that the Library is able to create a strategy that will permit full-hearted responses to ever-evolving literary, educational, and cultural needs. Changing our approach to meet these needs in order to remain current and essential is a key measure of our success. Therefore, Crandall Public Library commits to the following values to support the intellectual and creative life of its residents.

### **COMMUNITY VALUES THAT THE LIBRARY BELIEVES IN**

1. We believe a healthy community exhibits life-long learning and instruction.
2. We believe a healthy community exhibits clarity of purpose, process and partnership.
3. We believe a healthy community accommodates and respects individual needs.
4. We believe a healthy community broadens people's connection to nature and each other.
5. We believe a healthy community sustains a great quality of life and standard of living.
6. We believe a healthy community displays regional exceptionalism.
7. We believe a healthy community demonstrates breadth of knowledge.
8. We believe a healthy community embraces accurate information.
9. We believe a healthy community promotes equity, diversity, inclusion, and belonging.
10. We believe a healthy community supports libraries as magnet facilities.
11. We believe a healthy community deserves kind and exceptional customer service.
12. We believe a healthy community fosters equitable access to resources.
13. We believe a healthy community honors privacy.
14. We believe a healthy community provides resources for everyone.
15. We believe a healthy community embraces items 1 to 14.



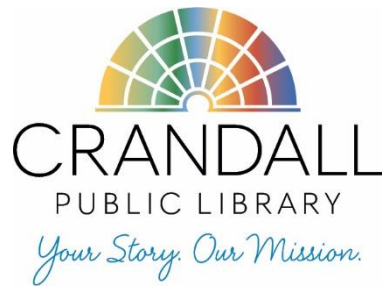
## **VISION STATEMENT**

Crandall Public Library will cultivate a forward-thinking community that pursues knowledge, embraces inclusion, inspires creativity and values civic responsibility.

## **MISSION**

Crandall Public Library creates programs and services to educate, enrich and encourage our thriving community.





### STRATEGIC PRIORITIES

- 1) Increase opportunities for **ACCESS** to Crandall Public Library materials, programs, and services.
- 2) Enhance community engagement by **PROMOTION** of and **TRAINING** in Crandall Public Library materials, programs, and services.

### OUTCOMES

#### Priority 1: Bring Services Out into the Community

Goal 1: Provide physical access to Library materials and services in locations away from 251 Glen Street, Glens Falls.

Project Leader: Library Director in conjunction with Trustees, Department Heads and key community influencers.

Objective: To increase interactions with the Library and staff to meet the needs of the public where they are in a sustainable way.

Measurement/Evaluation: An increase in frequency of off-site interactions and demonstrable user satisfaction increases in all three municipalities, as well as, at other SALS libraries.

#### Action Steps and Timetable for Achieving Goal 1:

- Year 1: After addressing part of Strategic Priority 2 (see below) distribute literature in the community to highlight specialized Library programs, services, materials, etc.
- Year 1: Try cost effective activities such as increased sponsoring of and collaborating with other organizations at community events while at the same time plan fewer on-site programs to decrease burden of expectations.
- Year 1: Pop-Up Story Times in parks, sporting events or at places of commerce where families gather. Honor our historic foundation of the printed word by trying adult-centered book groups in non-traditional venues.
- Year 1: Explore “big-idea” opportunities; availability of grants or other funding to pay for items such as remote book drops with informational signage, hybrid or electric vehicle, material vending machines, traveling WiFi access (e.g., hotspots) and micro-branches (areas in Community Centers, Town Halls, etc.). Grow personnel and infrastructure to support more work.
- Year 1: Late in the year or early in Year 2 write grants, fundraise, or negotiate MOUs with appropriate vendors to begin these larger projects.
- Year 1-5: Staff will be provided with the tools, training and designated time to create, produce and execute new or retooled initiatives.



- Year 2: Implement the “big-idea” services, tier-by-tier.
- Year 3: After assessing implementation of remote services launched in Year 2 create an exploratory committee to determine need and cost-effectiveness for full branches in Queensbury or Moreau.
- Year 4: If branches are deemed necessary, begin the process of cultivating political support, as well as, site selection, funding stream, etc.
- Year 5: Reevaluate success of activities implemented in years 1 to 3. Continuation of services if positive community acceptance; make cuts as necessary.

Goal 2: Provide virtual access to Library services.

Project Leader: Library Assistant Director, IT, Dept. Heads, IT consultants and Joint Automation staff.

Objective: To increase acceptance and usage of virtual services.

Measurement/Evaluation: Surveys to determine reactions measuring end user satisfaction and ease of use, adoption of offered platforms, and requests for specific products. Evaluate the platforms themselves through statistical analysis and share the information in such a way that novices can understand it.

Action Steps and Timetable for Achieving Goal 2:

- 2021 and Year 1: Work with consultants Groff Networks, LLC to help us create a future facing Technology Plan to support Goal 2.
- Year 1: Work with JA Operations committee to enhance the PAC so that patrons can use it with more dexterity. Discussion topics could include Polaris’ Reading History (this would include patron feedback) and What’s New reports. Enhance our patron training services.
- Year 1/Year 2: Execute the Technology Plan presented to us by Groff Networks, LLC.
- Year 1-5: All virtual offerings whether created in-house, by consultant or purchased through a vendor will be ADA compliant
- Year 1: Examine increased personalization of digital services as it applies to principles of librarianship and patron privacy—What is the philosophical consequence?—prior to launching any initiatives that would mimic Amazon, Social Media, Google, Good Reads, etc. platforms.
- Year 2: Direct to patron concierge services will be discussed.
- Years 3-5: All Departments and staff will continue to adapt to and train on ever changing technology.



- Year 4- 5: Reevaluate success of activities implemented in years 1 to 3. Continuation of services if positive community acceptance; make cuts as necessary.
- Year 4-5: Work on new Technology Plan. (Ideally, these plans would function on at least an 18-month cycle but that is an unrealistic goal based on the Library's fiscal cycle alone.)

**Priority 2: Address the perceived issue of actually getting to Crandall Public Library**

Goal 1: Enhance access to facility at 251 Glen Street, Glens Falls.

Project Leader: Trustees, Library Director, Building Maintenance Mechanic, City of Glens Falls, Glens Falls Collaborative, Glens Falls Business Improvement District, Greater Glens Falls Transit, Glens Falls Community Development.

Objective: To establish increased and easier ingress to the Library at 251 Glen Street, Glens Falls.

Measurement/Evaluation: Survey patrons as to their comfort and safety both getting to the Library and their experience on-site.

Action Steps and Timetable for Achieving Goal 1:

- Year 1-5: Continue to provide a cost-efficient, well-maintained, clean and safe facility.
- Year 1: Discuss questions of ingress with the Mayor, City Departments, Planning Boards and the Common Council. Possible discussion points include but are not limited to:
  - Parking location
  - Parking duration
  - Parking lots and DRI monies
  - Parking costs
  - Loading zones
  - Bus route/shuttle system
  - ADA compliance
- Year 2-5: Based on historic precedence, dialogs of such scope and magnitude will take years to complete.



### Priority 3: Empower the community

Goal 1: Invest in the community's process to embrace and internalize positive behaviors for themselves and toward others.

Project Leader: Library Director, Trustees, Finance Committee, Ad hoc Diversity Committee, Folklife Center Director

Objective: To further our dedication to running a community-centered Library which acknowledges shared experiences, fresh ideas and future journeys.

Measurement/Evaluation: Devise two-fold evaluation standards. Quantitative data will be gathered that show us--How much high quality content is being produced by Library Departments, especially our Folklife Center? Are we establishing interactive programming for patrons of all ages? As community demographics change, are users and staff reflecting these changes? Is the Library as an organization responding to the needs of *all* patrons? Qualitative data will be collected through traditional survey mechanisms.

Action Steps and Timetable for Achieving Goal 1:

- Year 1: Address Equity Diversity Inclusion—EDI and Belonging by bringing in an outside consultant to enlighten Trustees and employees about our underrepresented or invisible community<sup>4</sup>

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<sup>4</sup> <https://www.alliant.edu/blog/what-are-4-types-diversity>

Highlighted examples:

A person is born into...

- Race
- Ethnicity
- Age
- National origin
- Sexual orientation
- Cultural Identity
- Assigned sex
- Gender identity
- Physical ability
- Mental ability

Things that are related to a person but they were not born into...

- Personal interests
- Education
- Appearance
- Citizenship
- Religious beliefs
- Location
- Familial status
- Relationship status
- Socioeconomic status
- Life experiences

A person's worldview...

- Political beliefs
- Moral compass
- Outlook on life
- Epistemology



- Year 1: Establish an ad hoc diversity committee composed of Trustees, staff, and community partners whose mission is to evaluate on an ongoing basis the Library's adherence to creating an inclusive community.
- Year 2-5: Continue to educate and enrich our community by offering programs for all ages that highlight EDI and especially, Belonging.
- Year 2: After education on diversity, all departments with collection development responsibilities will be better informed to make decisions on purchase and retention of foreign language materials or learning applications (e.g., Mango Languages).
- Year 2-5: All departments will promote exposure to the wider world through programs and materials
- Year 2-5: Dismantle the siloed structure of Library departments, which are the antithesis of collaboration, cooperation and any other activity that leverages our personnel assets.
- Year 2-5: Replace Library department silos with a culture of interdepartmental cooperation and planning at all levels.
- Year 1: Partner with NYS Department of Health's Creating Healthy Schools and Communities (CHSC) Program and the Comfort Food Community in the Farm2Library Program to provide free, fresh produce, bread and other healthy foods to our patrons.
- Year 2: Farm2Library will be evaluated to determine future of program.
- Year 1-3: The Library Director along with the Business Manager and Finance Committee will make recommendations to the Trustees about eliminating or retaining library fines in order to promote equity and card services for all.
- Year 1-5: The Folklife Center will continue to produce, preserve and promote local content. Its work, be it archival preservation, digital recording or live presentations, is our Community's memory touchstone.
- Year 1-5: All departments will continue to grow collections and produce programming to cover the educational and recreational interests of our community from prenatal to interment.

**Priority 4: Promote all things "Library"—services, materials, access points, including how-to use our physical and virtual services**

Goal 1: Increase community knowledge of all the varied services we provide.

Project Leader: Trustees, Library Director, Finance Committee, ad hoc Trustee Communications Committee, and ad hoc staff Communications Committee.

Objective: To tell the community about the "who, what, when, where, why, and how" of our services.

Measurement/Evaluation: Look at trends in statistical measures such as new card holders, door counts, remote services usage, circulation, virtual usage etc. by both in-district and out-of-district patrons.



#### Action Steps and Timetable for Achieving Goal 1:

- Year 1: Provide training to Trustees to help them better understand their role in the advancement of the Library
- Year 1: Create Trustee and staff ad hoc Communications Committees.
- Year 2: While waiting for the committee to finish their work consider the following ideas for increasing awareness of the Library by advertising services in a variety of places, formats, etc.:
  - eNewsletter
  - Reddit
  - Flyer in Chronicle and/or Post Star
  - New baby welcome kit at GF Hospital's Snuggery
  - WIC
  - TV screens throughout building
  - Front Porch Forum
  - Use people who already love us—like bands who have “street teams”
  - BookPage has option of putting info on back cover (higher cost)
  - Testimonials
  - Radio/TV adverts
- Year 1: Have the ad hoc communications committee consider hiring outside experts, say a PR/Communications consultant—project oriented or on retainer to assist in building a new strategy.
- Year 1: Have the ad hoc communications committee consider creating a new PR position at the Library.
- Year 2: At end of Year 1 or early on in Year 2 hire based on recommendations. Factors to be explored include but are not limited to fiscal sustainability and the costs and ramifications of the staff's expectations about how their PR expertise is valued.
- Year 1-5: Measure patron and non-patron knowledge of our services on at least a quarterly basis and if the analytics are poor, figure out why.
- Year 2-4: Get the word out.
- Year 5: Evaluate, retool, and keep telling our story.

Goal 2: Train public, staff and Trustees on how to use their Library and the materials, programs and services therein.

Project Leader: Library Director, Library Assistant Director, NYS and local officials, SALS, and Department Heads

Objective: To increase ease of access to our services by providing training.



Measurement/Evaluation: Survey satisfaction by users and count number and attendance at group or one-one-one instruction sessions. Use electronic reports from virtual resource vendors to see the frequency that their “Help” content was used and, if available, how it was used.

#### Action Steps and Timetable for Achieving Goal 2:

- Year 1: Initiate a study to determine out what [x, y, z, q] does not know—where x=patrons, y=staff, z=Board, q=Friends.
- Year 1: Create a better measurement tool for staff to use to capture the natural training sessions that occur every day during normal customer service interactions—i.e., patron needed instruction on how-to use PAC, or needed help with their electronic reader, etc.
- Year 1: Build more “cheat-sheets” for staff in all departments to assist in aforementioned exchanges for commonly asked questions.
- Year 1-5: Measure patron and non-patron knowledge of “how-to” on at least a quarterly basis.
- Year 1-5: Learning styles and accessibility needs differ between users, thus a variety of formats and interaction styles need to be utilized.
- Year 1-5: Keep track of Broadband implementation into our service area to advise us of the efficacy of remote training opportunities for patrons by our staff.
- Year 1: Update packet of materials that patrons receive when they get their first card to include how-to info grams as a “Welcome Service.”
- Year 2-4: Get the word out on how patrons can use resources and learn to be expert navigators
- Year 3-5: Subsequent to refining our training practices, Crandall Public Library, as Central Library, will work in conjunction with SALS to offer instruction in our services to other SALS libraries.
- Year 5: Evaluate, retool, and keep updating our training capabilities.

### RESOURCE ALLOCATION

To achieve the dual Strategic Priorities of 1) access, and 2) promotion, project leaders must be forward thinking and nimble. The ability to slaughter sacred cows will be important. If we are going to retool with verve in the next five years and not increase costs exponentially, we have to have informed insights as to how to discontinue materials, services or programs that no longer serve community needs or pique their interests; some services have poor returns on investment of time and money. We have to be brave. Library goals can only be met by intelligent reallocation of resources and employees. These decisions must be made by May or June in order to be reflected in next fiscal year, which runs from January to December.

No public library believes that it has all the fiscal resources necessary to accomplish everything it wants to enact, however, Crandall Public Library expects to have stable revenue streams for the



duration of this plan. The following assets are available to draw upon [If conditions change dramatically (i.e., stock market crash, prolonged pandemic conditions, natural disasters, etc.) we still will be able to meet the community's needs albeit in a scaled back manner.]:

- A relatively stable tax base (although we never take our voters/taxpayer support for granted);
- An accomplished Development Department able to secure funding via grants, special events, solicited and unsolicited donations, and annual campaigns;
- NYS funding from Central Library Development Aid and Central Book Aid;
- Multiple charitable trusts revenue for both directed and unfettered distribution;
- A well-regulated Capital Reserve Fund;
- And, best of all, the Library is in an enviable position because in 2020 the late attorney John Herlihy left \$2.2-million to us (and the Glens Falls Hospital) as an unencumbered gift. His generosity is the seed from which we will grow and sustain many of the impactful ideas that will come out of this plan.



## APPENDIX I

### HISTORY OF CRANDALL PUBLIC LIBRARY

The history of Crandall Public Library dates back to a day in 1892 when Henry Crandall called at the office of Glens Falls superintendent of schools, Sherman Williams. Williams reported that to his surprise, Crandall said that he was willing to provide some funds for books and a place to keep them. Williams was even more surprised since Crandall was not a reader himself. Crandall proposed paying \$2,500 (nearly \$75,360 in 2021 dollars) for books, furniture, and a room to house the library.

Born into a family of meager means on the east side of Lake George in 1821, Henry Crandall received little formal education. As a young man, he went to work cutting trees near Indian Lake. Under the guidance of John Harris, a successful lumberman of Harrisena, Henry Crandall learned to save and to invest money. At age 29, with \$1,000 in savings, he came to Glens Falls to live. Here he successfully invested in real estate and lumbering.

In 1858, Henry Crandall married Betsy Waters, a teacher from Horicon, New York. Soon he built a residence at No. 1 Bay Street on land, which he later gave to Glens Falls as a city park. Next door to his residence, he owned a business building, the second floor of which, in 1892, he offered to Dr. Williams for use as a library. Henry Crandall also had very definite ideas about how "his" library would operate. He said, "If I give money for a library, I want the books to be absolutely free to anybody who has interest enough in reading. I would be willing; to have the books go as far away as any person cared to come, even if it was as far as Quebec." Therefore, the library was established as Crandall wished, with free books and services, which continue to this day.

Crandall Free Library's (as it was known then) formal establishment was marked by a dedication program in the Opera House in Glens Falls on November 10, 1892. Three months later, on February 9, 1893, a public library charter was granted by the State of New York. The charter was amended in 1966 to include the Towns of Queensbury and Moreau in Crandall Public Library's service area.

In 1913, Henry Crandall formed the Crandall Trust to which he conveyed, by his will, another business property at the corner of Glen and South Streets. The income from this property was to be used to support the library and two parks, which he provided for the public. Henry Crandall died in 1913, and his wife, a year later. They are buried in Crandall Park, where the grave is marked by a tall granite shaft surmounted by a five-pointed star, his log mark.

From 1919 to 1931, while homes and business structures were being razed to make way for a new library building and for a city park, the library book collection was housed in the former Jerome Lapham residence, then on Ridge Street, north of the City Hall. The original section of the present library building was completed and opened in 1931. The architect was Charles Platt of New York City who also designed the Coolidge Auditorium of the Library of Congress.

The Holden Collection of Americana, consisting of about 2,500 pieces was acquired by Crandall Public Library in 1919. The collection was gathered by Dr. Austin W. Holden, author of A History of the Town of Queensbury, and by his son, James A. Holden, who was State Historian. Another donation to the collection of works of history was that of A. B. Colvin and more recently, A. W. Miller. This collection of works of history relating to Northern New York and Vermont is regarded as one of the most complete of its kind in New York.

In 1958, Crandall Public Library became a charter member of the Southern Adirondack Library System (SALS). It was designated as the Central Reference Library of the system that serves Warren,

Washington, Saratoga, and Hamilton counties. With its designation as the Central Reference Library of SALS, Crandall Public Library has grown to a collection of more than 349,000 volumes of adult, nonfiction, fiction, juvenile collections, records, audio cassettes, CD's, DVDs, microform, electronic files, paper documents, and internet files. Other library materials include subscriptions to over 350 magazines and newspapers. As part of the SALS system, Library users have access to the holdings of all member libraries and to MVLS holdings.

As part of a ten-year plan to expand Crandall Public Library, it became necessary in 1969 to provide more shelving and floor space. An addition was begun on April 1, 1969, and completed in March 1970. The addition was built by the Duplex Construction Company of Glens Falls, according to plans drawn by the office of William and Geoffrey Platt of New York City, whose father had designed the original building. In the original and new sections, together, shelf space was provided for approximately 180,000 volumes. Seating was provided for 180 readers. A ground-level elevator at the rear of the building provided access for the physically impaired to all floors. The original auditorium, seating 125 persons, was refurbished with the help of the Friends of Crandall Public Library to serve community groups.

Cooperative legislation between the City of Glens Falls and the Towns of Queensbury and Moreau created the Crandall Public Library Special Library District in 1992. In the late 1990s, Crandall Public Library Administration and the Board of Trustees recognized that the facility could no longer physically support the changing demands on library services. The building needed to renovate and expand to meet the expectations of a 21st century public. Crandall Public Library has a thirty-five-year lease, which expires in 2040 with the Crandall Trust for the building and the land upon which the Library now stands.

In a show of public support and inter-governmental cooperation for the building project, the voters in the Towns of Moreau and Queensbury and the City of Glens Falls passed a \$12.875 million Bond Act on November 5, 2005, which served as the major funding portion of the \$18.8 million project. The Library's "Continue the Legend Capital Campaign" raised the remaining \$6 million. The multi-year project included a 39,860 square foot (sf) expansion, demolition of the 1969 addition of 14,028 sf and the renovation and historic preservation of the existing 12,640 sf historic 1931 library building for a grand 52,500 sf. The original 1931 Platt building renovation blends beautifully with the modern proportional expansion towards Glen Street as designed by Ann Beha Architects of Boston, MA (with the support of Glens Falls' own JMZ Architects). The Library was also granted LEED certification as a "Green" building to increase energy efficiency, reduce energy costs, increase lighting efficiency and improve indoor air quality and customer satisfaction with the building. The increased square footage enhances the carrying capacity of the building, provides better access to collections both print and electronic, improves the building space layout and increases the effectiveness of library services with adequate space for all programs, collections, and services. The expanded facility has a large Community Room with a projection facility and two smaller meeting rooms, which can be booked by the public. Library services are enhanced by activity rooms dedicated to children, a Family Focus Center, a Teen Center, a glassed-in Quiet Reading Porch, and a refurbished Folklife Center.

With the increased capacities of the facility, the circulation of materials has exceeded all prior measurement standards by a significant percentage after the end of construction and the December 12, 2008, Dedication Ceremony for the Library. This is due in part to the implementation of an automated RFID circulation self-check and materials handling system. Because of this system, staff is able to spend more time directly assisting the public. Efficiency increases due to improved work areas, layout of

workspace and partial elimination of repetitive tasks. In addition to the Park Entrance where the handicapped ramp is located, there is a new street-level entrance on Glen Street with an adjacent elevator—a second elevator is located within the 1931 building next to the park. This design provides improved access for all library users including those with physical impairments, children in strollers, people with armloads of materials and anyone else who finds it difficult to utilize stairs.

Crandall Public Library is in its thirteenth year in the renovated and expanded space. Over 4,530,000 people have entered the Library between 2008 and 2020. We have received New York State Library Construction aid to modify our existing second floor to include three quiet study rooms and office space for our teen staff. We are also updating and replacing worn furniture, rugs, and infrastructure in order to keep up with our community's desire for a "...clean, well-lighted, place for books," gatherings, films, children's activities, music, lectures, and just "taking a load off."

The Friends of Crandall Public Library, which started in 1951, are volunteers who promote the welfare of the Library by sponsoring programs including Folklife concerts, children's theater and film programs, and monthly art exhibits in their gallery. The Friends purchase equipment and other items for the Library that are not provided for in its budget. Funds are raised by three annual book sales and a membership drive. Membership is open to all persons in the community who have an interest in the Library.

## APPENDIX II—COMMUNITY RESOURCE PLAN

| INDIVIDUALS             | SKILLS   | RESOURCES                                     | RELATIONSHIP   | CONNECTIONS   | ISSUES/INTERESTS  |
|-------------------------|--|---|--|---|---|
| <i>Ronald Futterman</i> | <i>Accounting, woodworking</i>                 | <i>Financial expertise, woodworking tools</i> | <i>Goes to the same church as assistant director</i> | <i>Chamber of Commerce, Rotary, Marylbone Woodworkers</i> | <i>Build Little Free Libraries, benches for the town, help Eagle Scout projects</i> |
|                         |  |   |  |   |   |
|                         |  |   |  |   |   |
|                         |  |   |  |   |   |
|                         |  |   |  |   |   |
|                         |  |   |  |   |   |
|                         |  |   |  |   |   |
| ASSOCIATIONS            | SKILLS   | RESOURCES                                     | RELATIONSHIP   | CONNECTIONS   | ISSUES/INTERESTS  |
| <i>Garden Club</i>      | <i>Landscape design, gardening, composting</i> | <i>People, perennial plants</i>               | <i>Invited to do gardening program @ Library</i>     | <i>Director knows sister of member</i>                    | <i>Library garden, sustainable gardens, beautification of town</i>                  |
|                         |  |   |  |   |   |
|                         |  |   |  |   |   |
|                         |  |   |  |   |   |
|                         |  |   |  |   |   |
|                         |  |   |  |   |   |
|                         |  |   |  |   |   |

| LOCAL INSTITUTIONS                                  | SKILLS  | RESOURCES  | RELATIONSHIP                                       | CONNECTIONS                                 | ISSUES/INTERESTS                                       |
|---|---|--|--|---|--|
| <i>Marlybone School District</i>                    | <i>Teaching, Organization, Community Building</i> | <i>Buildings, Technology, Students, Teachers, Parents</i>                          | <i>Formal – attend some meetings together</i>      | <i>Clerk is on PTSA</i>                     | <i>Opiate abuse, summer slide, college readiness</i>   |
|   |   |  |  |   |  |
|   |   |  |  |   |  |
|   |   |  |  |   |  |
|   |   |  |  |   |  |
|   |   |  |  |   |  |
|   |   |  |  |   |  |
| LOCAL BUSINESS                                      | SKILLS  | RESOURCES  | RELATIONSHIP                                       | CONNECTIONS                                 | ISSUES/INTERESTS                                       |
| <i>Del's Delights (Ice Cream &amp; Candy Store)</i> | <i>Customer Service, Makes Ice Cream, Archer</i>  | <i>Delivery truck, large freezer, ice cream, storefront w lots of foot traffic</i> | <i>Informal – Director knows owner &amp; staff</i> | <i>Director visits every day after work</i> | <i>Opiate abuse – bored kids hang out after school</i> |
|   |   |  |  |   |  |
|   |   |  |  |   |  |
|   |   |  |  |   |  |
|   |   |  |  |   |  |
|   |   |  |  |   |  |
|   |   |  |  |   |  |
|   |   |  |  |   |  |

| PHYSICAL<br>SPACES & PLACES | SKILLS | RESOURCES                         | RELATIONSHIP  | CONNECTIONS                                       | ISSUES/INTERESTS                             |
|-----------------------------|--------|-----------------------------------|---|---|--|
| <i>Marlybone Park</i>       |        | <i>Open space with a pavilion</i> | <i>Is available to use with<br/>a required permit</i> | <i>Mayor, Rec<br/>Commission, Garden<br/>Club</i> | <i>Summer concert series,<br/>SRP Finale</i> |
|                             |        |                                   |   |   |  |
|                             |        |                                   |   |   |  |
|                             |        |                                   |   |   |  |
|                             |        |                                   |   |   |  |
|                             |        |                                   |   |   |  |
|                             |        |                                   |   |   |  |
|                             |        |                                   |   |   |  |

### APPENDIX III

| September 2021 Focus Group Shareholders |                |  |
|---|----------------|--|
| Apple                                   | Thomas         | SCA  |
| Austin                                  | Deborah        | Parent/Crafter   |
| Austin-Avon                             | Kate           | Businesswoman/Parent/Arts District                       |
| Ball                                    | Eric           | Professor Empire State/Musician                          |
| Bidwell                                 | Beth           | Environmental Educator                                   |
| Borie                                   | Brian          | Lawyer   |
| Bruchac                                 | Joe            | Native American Community                                |
| Caimano                                 | Judy           | Speech GFSD  |
| Carusone                                | Natalia        | English As New Language, Saratoga                        |
| Collins                                 | Amy            | GF, Director of Tourism and Business Development         |
| Collins                                 | Bill           | Special Olympics/Community Services/Politician           |
| Cruz                                    | Michael        | Business Advisor   |
| Cutshall-King                           | Joe            | Historian  |
| Fox                                     | Susan          | Education/Retail   |
| Fuller                                  | Lise           | Herbalist  |
| Gooden                                  | Mary           | NAACP  |
| Hayes                                   | Jenny          | Library User   |
| Herrick                                 | Tyler          | Queensbury Hotel/Young Parent                            |
| Kaidas                                  | Christina      | Businesswoman  |
| Liu                                     | Monty          | Entrepreneur   |
| Magee                                   | Amanda         | Trampoline Design/Parent                                 |
| Mason                                   | Sarabeth       | Parent/Educator/Actor                                    |
| Mastrianni                              | Enid           | Environmentalism   |
| Murphy                                  | Shelley        | Volunteer And Advocate/Retired                           |
| Murray                                  | Eileen Donovan | Community Member   |
| Segan                                   | Jon            | Artist   |
| Sponable                                | Andrew         | Outdoorsman  |
| Sweet                                   | Barbara        | Community Icon   |
| Thompson                                | Maury          | Retired Reporter/Freelance Writer                        |
| Tracy                                   | Montana        | Artist/Photographer                                      |
| Triller                                 | Rhonda         | SUNY Adirondack Director of Marketing and Communications |
| Wagner                                  | Paul           | Pastor   |

## APPENDIX IVa

### *Population 2010 to 2020 comparisons.<sup>1</sup>*

|                              | 2010   | 2020   | Change | %      |
|------------------------------|--------|--------|--------|--------|
| Glens Falls                  | 14,700 | 14,830 | +130   | +0.9%  |
| Queensbury                   | 27,901 | 29,169 | +1,268 | +4.5%  |
| Moreau                       | 14,728 | 16,202 | +1,474 | +10.0% |
| Village of South Glens Falls | 3,518  | 3,744  | +226   | +6.4%  |

### **District Community Comprehensive Plans and Inclusion/Exclusion of Crandall Public Library-Plans<sup>2</sup>**

#### **City of Glens Falls CDBG DRAFT 5-Year Consolidated Plan**

p. 8 The Draft Consolidated Plan and Year 1 Action Plan and Budget was made available online at the City's Website more than 30 days prior to their submission to HUD. They will also be available at the Crandall Public Library and the City Clerk's Office in City Hall when those facilities re-open after the COVID-19 crisis subsides. [Additional mentions of limited document access due to the pandemic on pages 11, 14, and 22.]

p. 34 In addition, Crandall Public Library has continued to increase over the past five years the number and availability of public computers and strength of its internet capabilities to better serve lower income households with basic computer and Internet access during their operating hours.

p. 38 Literacy New York Greater Capital Region Services will generally be provided at Crandall Public Library, 250 Glen Street, Glens Falls, NY 12801 or an alternate location as necessary.

#### **Town of Queensbury Comprehensive Plan 2007**

p. 5 A good place to live, the Town of Queensbury offers an excellent quality of life for families, that features public safety, clean water, pure air, a variety of housing options, excellent schools, a growing library, state-of-the-art health care facilities, community-minded businesses of all sizes from all sectors, parks, bike paths and an impressive array of museums, arts organizations and historic preservation initiatives.

#### **Village of South Glens Falls Comprehensive Plan August 2008**

p. 14 Recommendation 5. Update the Zoning Code to allow for senior housing and assisted living facilities. Such development could include necessary services for seniors, e.g., hair salon, cafeteria, house cleaning assistance, or be adjacent to resources and services that can easily be accessed by senior adults, e.g. convenience/grocery stores, retail shops, library, community center, and offer a variety of transportation options.

p. 29 IMLS Institute of Museum & Library Services

p. 118 Moreau Community Center

- Outreach Library - A large selection of current books and videos are available. Monthly a representative from Crandall Library brings books that have been requested.

#### **p. 120 Library**

The Crandall Public Library is located in the City of Glens Falls, directly across the Hudson River, just on over the Route 9 Bridge. The Crandall Public Library District includes the Towns of Queensbury and Moreau and the City of Glens Falls. Recently, the library's book collections and variety of activities have out-grown the building. A renovation project is planned to add over 26,000 sq. ft. to the existing

<sup>1</sup> Based on data calculated by the Empire Center for Public Policy from U. S. Census Data. Furthermore, 2020 Redistricting Data will be available on [data.census.gov](https://data.census.gov) no later than September 30th.

<sup>2</sup> Online and readily accessible to the public as of August 2021.



structure. The new library will feature a more spacious Children's Department with books within easy reach and tables and chairs where children can do their homework. More cozy and well-lighted reading areas will be provided, and the access to the building will be improved with an additional entrance on Glen Street.

#### **Town of Moreau Comprehensive Plan April 2019**

p. ii **WHEREAS**, the Town Board made copies of the draft CLUP available for public review at the Town Municipal Complex, the Town's website and at the Crandall Public Library;

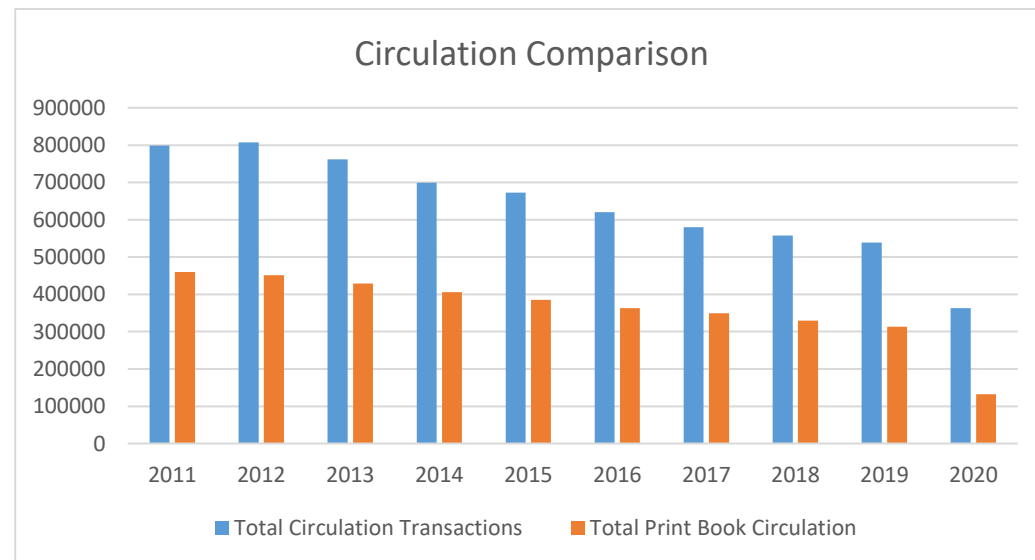
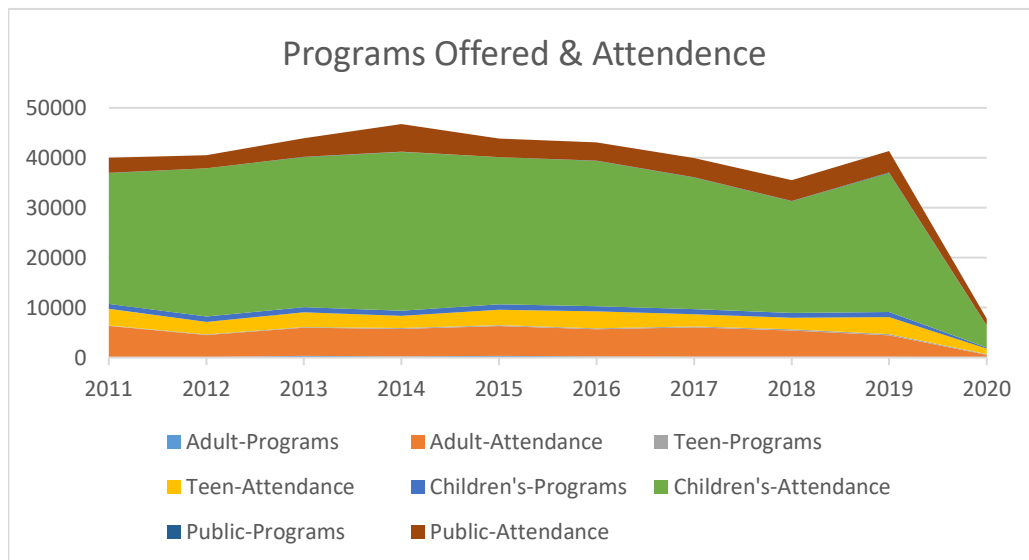
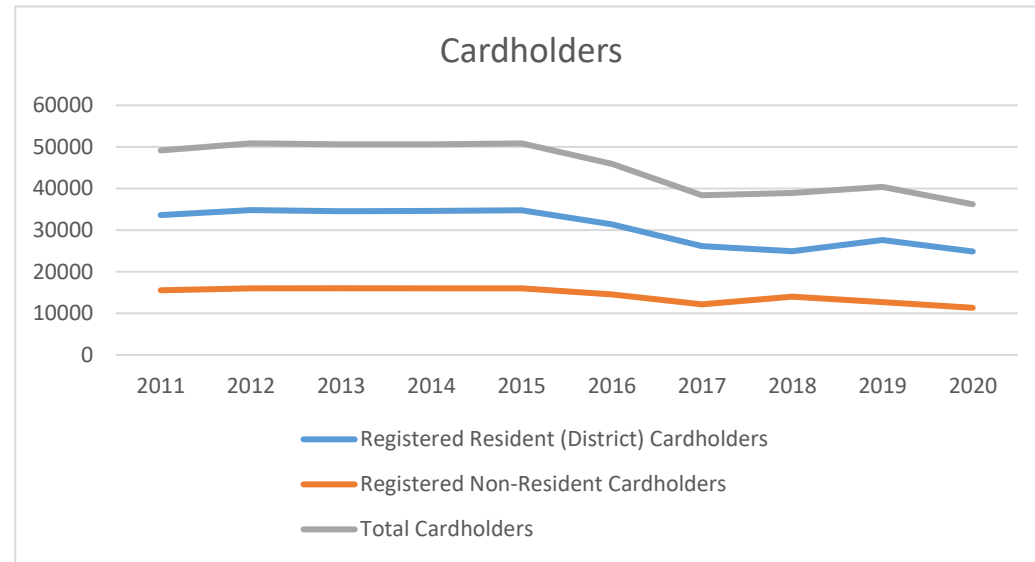
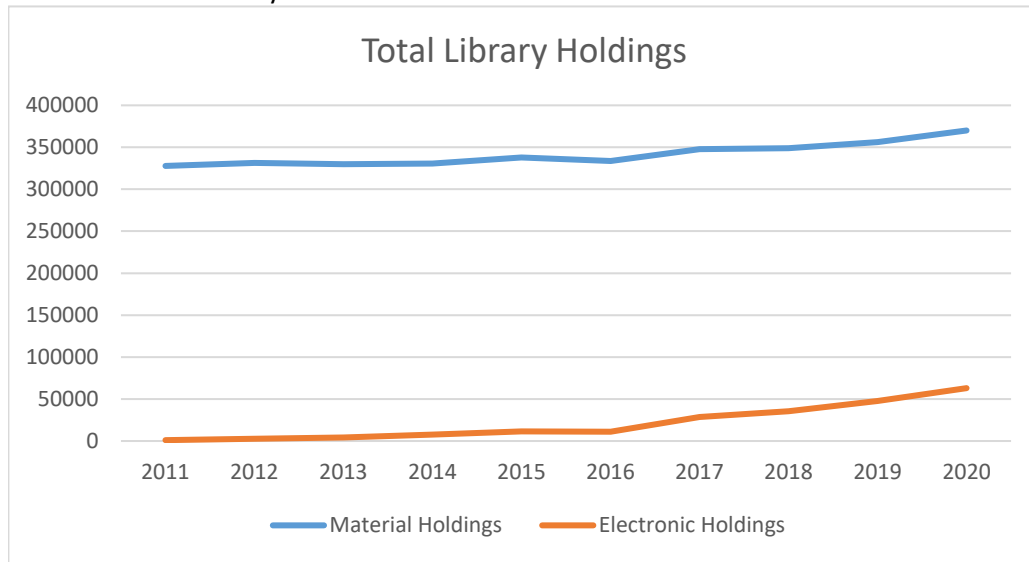
#### **p. 48 4) Institutional Facilities**

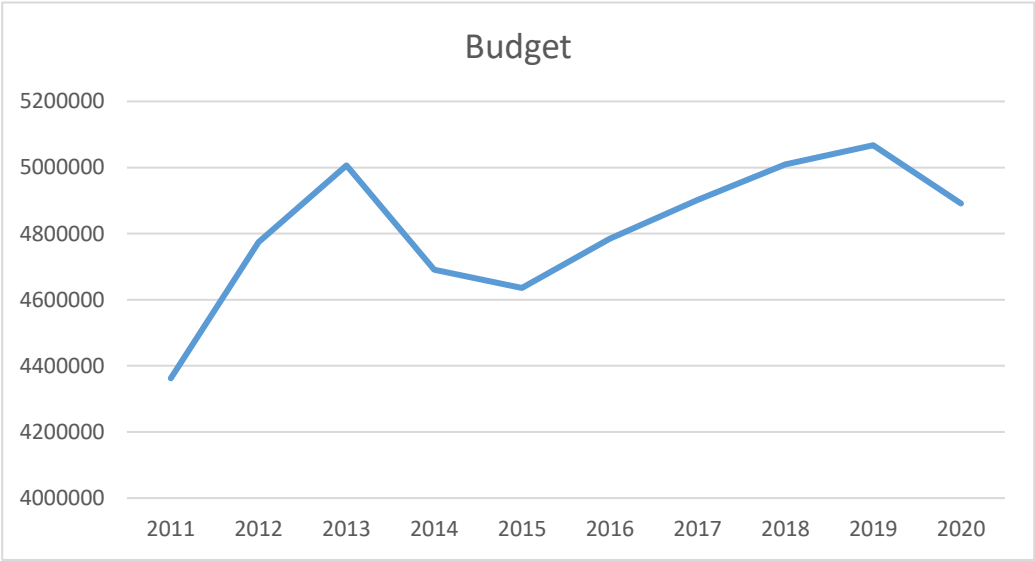
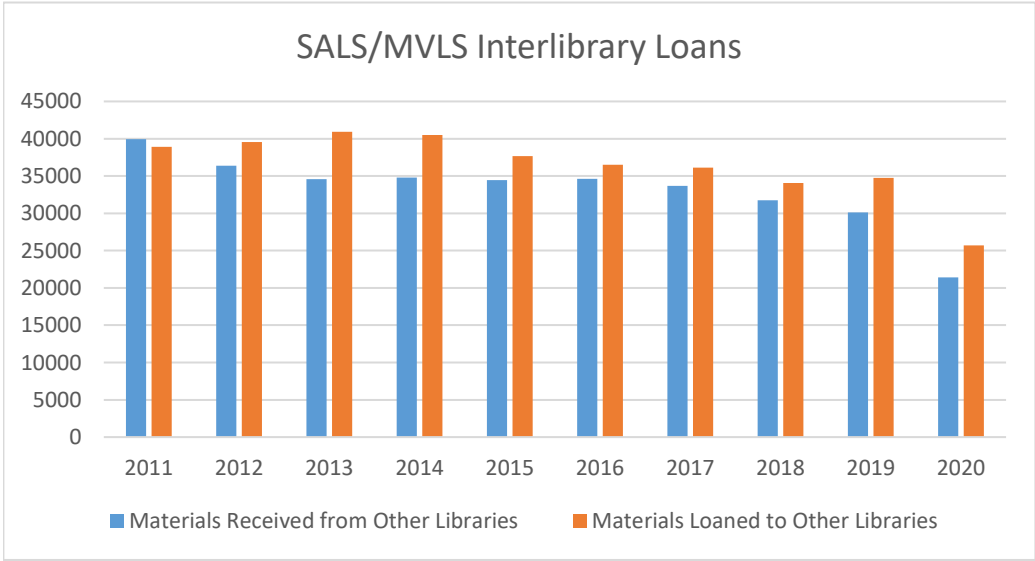
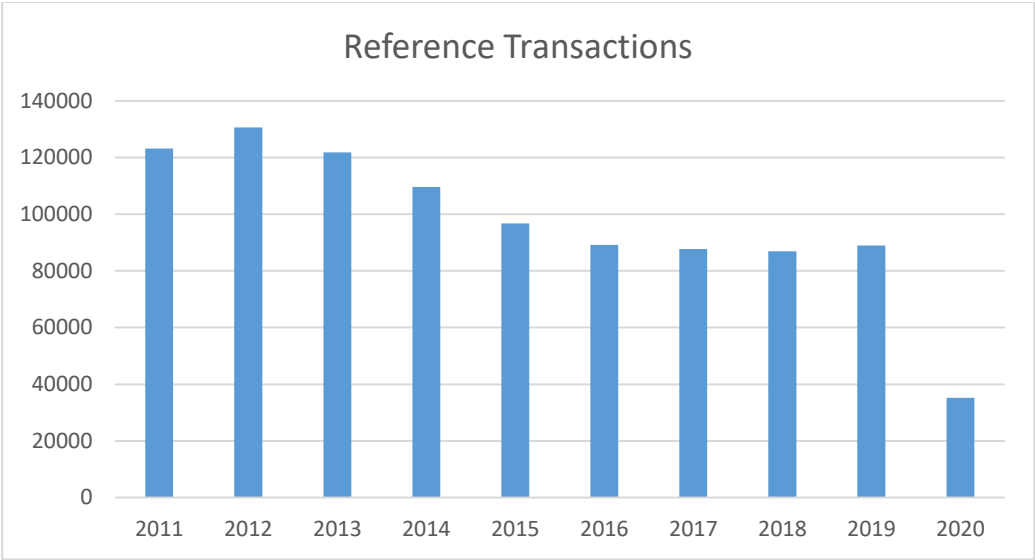
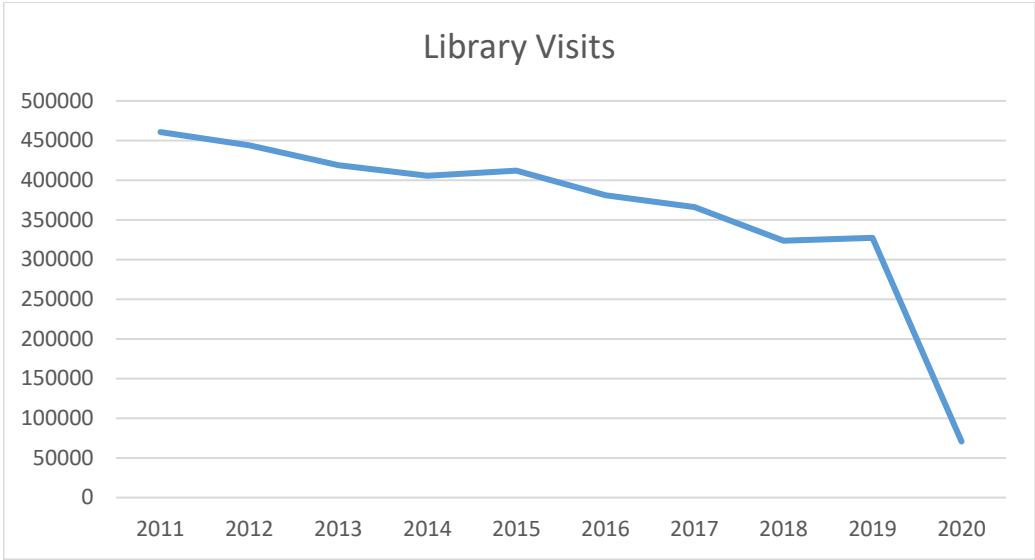
The remaining institutional facilities (outside of governmental and educational) typically are concerned with health services (e.g. hospital, medical clinic) or addressing other public programs such as reading and self-enrichment through a public library, elderly care at a focused care center, or assisting those with special needs. In consideration of the location of the Town of Moreau between two cities – Glens Falls just across the river to the north and Saratoga Springs to the south – residents of the town traditionally access these services in these urban centers. The Glens Falls Hospital in downtown Glens Falls and the Saratoga Hospital in Saratoga Springs are health centers offering a full range of health services, treatment, and surgical procedures.

Library services are provided by the Southern Adirondack Library System (SALS). Chartered in 1958 by the New York State Board of Regents, SALS is one of 23 public library systems in New York State. Almost all of our revenue comes from the state of New York. SALS is a voluntary association of 34 public libraries in Hamilton, Saratoga, Warren and Washington Counties. The libraries within SALS work together to provide library services to residents of the four-county region. The principal library servicing Moreau is the Crandall Library in downtown Glens Falls that is directly funded through a special taxing district encompassing Queensbury, Glens Falls, and Moreau.

p. 94 (2052) Mr. Endal noticed that the need for a library is mentioned, but Crandall Library is the library for the Town of Moreau.

APPENDIX IVb  
Crandall Public Library 2011 to 2020 Factoids





## APPENDIX V

### Chart One

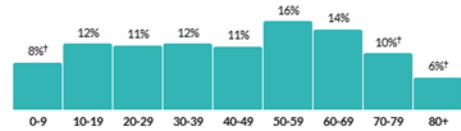
#### Age

**46.5**

#### Median age

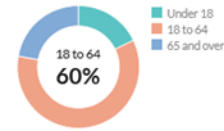
about 20 percent higher than the figure in New York: 39.2  
about 20 percent higher than the figure in United States: 38.5

#### Population by age range



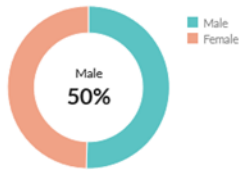
[Show data](#) / [Embed](#)

#### Population by age category



[Show data](#) / [Embed](#)

#### Sex



[Show data](#) / [Embed](#)

#### Race & Ethnicity



\* Hispanic includes respondents of any race. Other categories are non-Hispanic.; ACS 2019 5-year data

[Show data](#) / [Embed](#)

### Chart Two

#### Income

**\$33,610**

#### Per capita income

about 80 percent of the amount in New York: \$41,857  
a little less than the amount in United States: \$35,672

**\$61,255**

#### Median household income

about 80 percent of the amount in New York: \$72,108  
about 90 percent of the amount in United States: \$65,712

#### Household income



[Show data](#) / [Embed](#)

#### Poverty

**10.8%**

#### Persons below poverty line

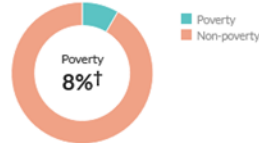
about 80 percent of the rate in New York: 13%  
about 90 percent of the rate in United States: 12.3%

#### Children (Under 18)



[Show data](#) / [Embed](#)

#### Seniors (65 and over)



[Show data](#) / [Embed](#)

#### Transportation to work

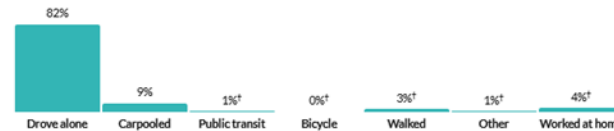
**24.6 minutes**

#### Mean travel time to work

\* ACS 2019 5-year data

about three-quarters of the figure in New York: 33.6  
about 90 percent of the figure in United States: 26.9

#### Means of transportation to work



\* Universe: Workers 16 years and over; ACS 2019 5-year data

[Show data](#) / [Embed](#)

Chart Three

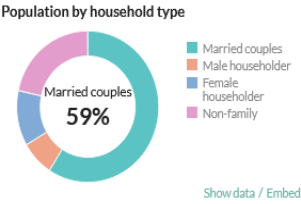
Households

**53,686**  
Number of households

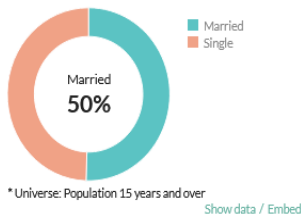
New York: 7,446,812  
United States: 122,802,852

**2.3**  
Persons per household

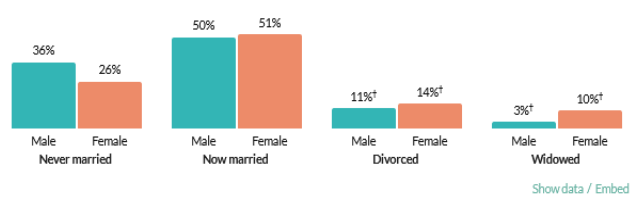
about 90 percent of the figure in New York: 2.5  
about 90 percent of the figure in United States: 2.6



Marital status



Marital status, by sex



Fertility

**5.1%**  
Women 15-50 who gave birth during past year

about 10 percent higher than the rate in New York: 4.7%  
about the same as the rate in United States: 5%

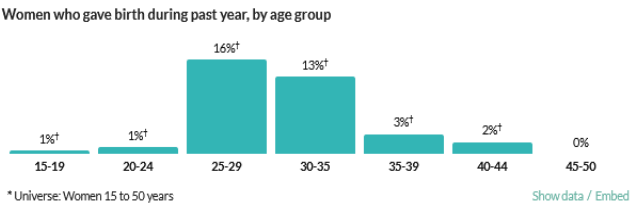


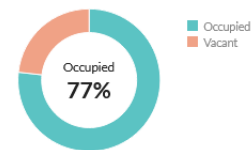
Chart Four

Units & Occupancy

**69,928**  
Number of housing units

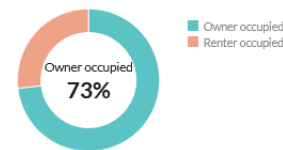
New York: 8,404,205  
United States: 139,686,209

Occupied vs. Vacant



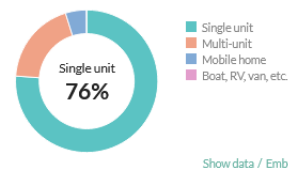
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Ownership of occupied units



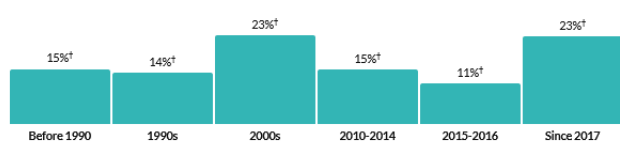
Show data / Embed

Types of structure



Show data / Embed

Year moved in, by percentage of population



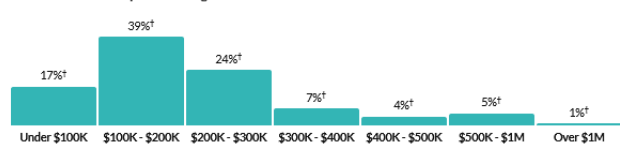
Show data / Embed

Value

**\$178,200**  
Median value of owner-occupied housing units

about half the amount in New York: \$338,700  
about three-quarters of the amount in United States: \$240,500

Value of owner-occupied housing units



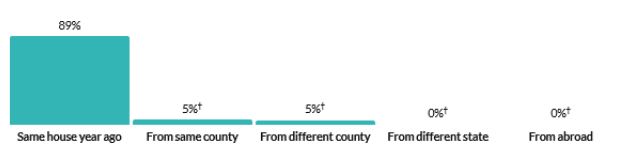
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Geographical mobility

**10.6%**  
Moved since previous year

about the same as the rate in New York: 10.5%  
about 80 percent of the rate in United States: 13.7%

Population migration since previous year



Show data / Embed

Chart Five

Educational attainment

90.2%

High school grad or higher

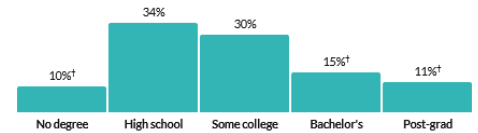
a little higher than the rate in New York: 87.6%  
about the same as the rate in United States: 88.6%

26.7%

Bachelor's degree or higher

about two-thirds of the rate in New York: 37.8%  
about 80 percent of the rate in United States: 33.1%

Population by highest level of education



\* Universe: Population 25 years and over

[Show data](#) / [Embed](#)

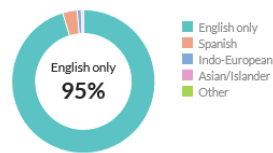
Language

N/A

Persons with language other than English spoken at home

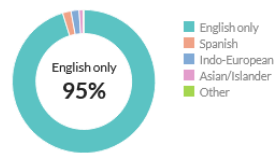
\* ACS 2019 5-year data

Language at home, children 5-17



[Show data](#) / [Embed](#)

Language at home, adults 18+



[Show data](#) / [Embed](#)

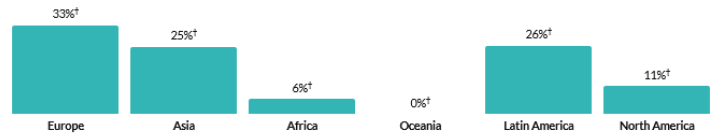
Place of birth

3.9%

Foreign-born population

about one-fifth of the rate in New York: 22.4%  
about one-quarter of the rate in United States: 13.7%

Place of birth for foreign-born population



\* ACS 2019 5-year data

[Show data](#) / [Embed](#)

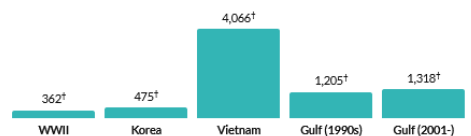
Veteran status

9%

Population with veteran status

more than double the rate in New York: 4.3%  
about 1.3 times the rate in United States: 6.9%

Veterans by wartime service



\* Civilian veterans who served during wartime only

[Show data](#) / [Embed](#)

9,264 Total veterans

8,634 Male

630 Female